

Davis & ElkinsTM
COLLEGE

THE COLLEGE CATALOG

2018-2019

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Nondiscrimination Policy

Davis & Elkins College, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the West Virginia Human Rights Act is an equal opportunity institution that does not discriminate on the basis of race, color, sex, including sexual and gender-based harassment, assault, and violence, religion, ancestry, national origin, age, sexual orientation, disability, veteran status, gender identification, or genetic information or any other characteristic protected by federal, state or local law. This policy applies to all terms and conditions of employment, admission to and enrollment with the College, including, but not limited to, recruitment, selection, hiring, placement, transfer, promotion, training, compensation, benefits, discipline, termination, educational policies, admission policies, financial aid, scholarship and loan programs, housing, athletic and other College-administered programs and activities. For inquiries regarding Title IX and/or 504 compliance and/or the filing of a complaint, contact the College's Title IX/Section 504 Coordinator or Deputy Coordinators using the information below or by filing a report online at <http://www.dewv.edu/form/title-ix-incident-report-form>.

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Under the supervision of the Title IX Coordinator, with assistance of the deputies and their expertise and oversight over the different areas of campus, Davis & Elkins College will investigate and remedy all reports of discrimination and harassment in accordance with the College's Gender-based Discrimination, Harassment, and Sexual Misconduct Policy or the Discrimination and Harassment Policy. Questions may also be directed to:

Office of Civil Rights
Department of Education Building
400 Maryland Ave, SW
Washington, DC 20202
(800) 421- 3481

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, and travel and study abroad programs 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 2018 - 2019. Davis & Elkins College will publish additional information as needed. This catalog issue of Davis & Elkins College presents essential information about the college: character, heritage, and objectives; academic programs and degree requirements; student life and extracurricular activities; admission requirements and procedures; cost and financial planning programs; campus and community setting; and resources for helping students be successful at Davis & Elkins College and beyond.

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

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

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Academic Calendar

2018 – 2019

Augusta Heritage 2018

July 22 – 27
 July 29 – August 3
 August 5 – 10
 August 11

Old-Time Week and Blues & Swing Week
 Cajun & Creole Week and Classic Country Week
 Bluegrass Week and Vocal Week
 Augusta Heritage Center Festival and Juried Craft Show

Fall Semester 2018

August	9	Thursday	Adjunct Workshop 7:00 p.m.
	11	Saturday	Resident Assistant (RA) Arrival (10:00 a.m. – 2:00 p.m.)
	12	Sunday	Early Student Arrival (10:00 a.m. – 2:00 p.m.)
			Appalachian Ensemble, Bridge Program, Fall Athletic Teams (Men's & Women's Soccer, Men's & Women's X-Country, Volleyball)
	13	Monday	New Faculty Workshop (9:00 a.m.)
	14	Tuesday	Opening Session and Faculty Workshop
	15	Wednesday	Faculty Workshop
	17	Friday	International Student Orientation (9:00 a.m. – 5:00 p.m.)
	17	Friday	RN-BSN Summer Term ends
	18	Saturday	New Student Check-in & Orientation (Matriculation Convocation)
	19	Sunday	Returning Students Arrive
	20	Monday	Classes Begin (8:00 a.m.) (on campus & RN-BSN Fall Term)
	24	Friday	Last Day to DROP/ADD
	27	Monday	RN-BSN Last Day to DROP/ADD
September	3	Monday	Labor Day (Classes in session)
	14	Friday	Faculty Development Travel Grant Deadline
	17	Monday	Constitution Day
October	4-5	Thursday-Friday	Fall Break / Forest Festival (No Classes)
	10	Wednesday	Mid-Term/A-Term Final Grades Due (1:00 p.m.)
	10	Wednesday	B-Term Classes Begin
	11	Thursday	DROP/ADD for B-Term Classes
	12	Friday	RN-BSN 2018NF Module 1 ends
	12	Friday	Founder's Day Convocation (3:00 p.m.)
	12-14	Friday – Sunday	Alumni/Family/Founder's Day Weekend
	15	Monday	RN-BSN 2018NF Module 2 begins
	18	Thursday	Countdown to Commencement (11:00 a.m. – 1:00 p.m.)
November	6	Tuesday	Registration & Assessment Day for Spring Semester (2019) (No Classes 8:00-4:00, Evening courses will run as scheduled)
	7	Wednesday	Last Day to Withdraw from Class with a "W"
	9	Friday	Last Day to Withdraw from 2018NF with a "W"
	10	Saturday	Admission Senator Leadership & Scholarship Day
	16	Friday	Classes End (10:00 p.m.)
	19-23	Monday-Friday	Thanksgiving Break (No Classes)
	26	Monday	Classes Resume (8:00 a.m.)
December	7	Friday	Last Day of Classes/RN-BSN 2018NF ends
	10-13	Monday-Thursday	Final Examinations
	11	Tuesday	Recognition of Fall and Winter Graduates
	14	Friday	Residence Halls Close (12:00 p.m.)
	17	Monday	Semester Grades Due (1:00 p.m.)

Spring Semester 2019

January	7	Monday	RN-BSN Winter Term begins
	13	Sunday	Residence Halls Open for Students (10:00 a.m.)
	13	Sunday	New International Student Orientation (9:00 a.m. – 5:00 p.m.)
	14	Monday	Classes begin 8:00 a.m.
	14	Monday	Last Day for RN-BSN Drop/Add
February	18	Friday	Last Day to DROP/ADD
	21	Monday	Martin Luther King, Jr. Day (Classes in Session)
	14	Thursday	Faculty Development Travel Grant Deadline
	18	Monday	President's Day (Classes in Session)
	1	Friday	RN-BSN 2019NW Module 1 ends
March	4	Monday	RN-BSN 2019NW Module 2 begins
	4-8	Monday-Friday	Spring Break (No Classes)
	11	Monday	Classes Resume (8:00 a.m.)
	12	Tuesday	Mid-Term/A-Term Final Grades Due (1:00 p.m.)
	12	Tuesday	Countdown to Commencement (11:00 a.m.– 1:00 p.m.)
	13	Wednesday	Countdown to Commencement (3:00 p.m. – 5:00 p.m.)
	13	Wednesday	B-Term Classes Begin for MWF Classes
	14	Thursday	B-Term Classes Begin for TR Classes
	14	Thursday	Faculty Development Innovation Grant Deadline
	15	Friday	DROP/ADD for B-Term Classes
	19	Tuesday	Registration & Assessment Day for Fall Semester (2019)
			(No Classes 8:00-4:00, Evening courses will run as scheduled)
	23	Saturday	Admission Senator Leadership & Scholarship Day
April	3	Wednesday	Last Day to Withdraw from Class (2019SP) with a “W”
	15	Monday	Last day to Withdraw from 2019NW with a “W”
	18	Thursday	Academic Awards and Recognition Convocation
	18	Thursday	Classes End (10:00 p.m.)
	19-22	Friday – Monday	Easter Break (No Classes)
	23	Tuesday	Classes Resume (8:00 a.m.)
	25	Thursday	Senior Capstone Presentations (No Classes)
	26	Friday	RN-BSN Winter Term ends (2019NW)
	29	Monday	RN-BSN Summer Term begins (2019NS)
May	3	Friday	Last Day for Graduation Clearance
	3	Friday	Last Day of Classes
	6	Monday	Grades Due for Graduation Candidates (1:00 p.m.)
	6	Monday	RN-BSN Last day to Drop/Add for 2019NS
	6-9	Monday-Thursday	Final Examinations
	10	Friday	Residence Halls close for non-graduates (12:00 p.m.)
	10-11	Friday-Saturday	Commencement Weekend
	12	Sunday	Residence Halls close for graduates (12:00 p.m.)
	13	Monday	Semester Grades Due (1:00 p.m.)
	13	Monday	Faculty Closing Event
June	21	Friday	RN-BSN 2019NS Module 1 ends
	24	Monday	RN-BSN 2019NS Module 2 begins
Aug	5	Monday	RN-BSN 2019NS Last day to withdraw with ‘W’
	16	Friday	RN-BSN 2019NS ends

Summer School 2019

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 20	May 21	May 28	May 27	June 14	June 17
A- Alternative	June 3	June 4	June 10	None	June 28	July 1
B	June 17	June 18	June 24	July 4	July 12	July 15
B-Alternative	July 1	July 2	July 8	July 4	July 26	July 29
	May 20	May 21	June 24	May 27 & July 4	August 2	August 5

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:

- Art
- Biology and Environmental Science
- Child and Family Studies
- Computer Science
- Criminology
- Education
- Elementary Education
- English
- History
- Hospitality and Tourism Management
- Interdisciplinary Studies
- Political Science
- Psychology and Human Services
- Religious Studies and Philosophy (including Religious Education)
- 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)
- Chemistry (including Pre-Medical and Secondary Teaching)
- Community and Corporate Health
- Computer Science
- Economics
- Environmental Science
- Exercise Science
- Finance
- Forestry (3/2 Program)
- Management
- Marketing
- Mathematics (including Secondary Teaching)
- Nursing
- Outdoor Recreation Management
- Physical Education
- Sport Management

Associate Programs

Accounting (AS)
 Business (AS)
 Criminal Justice (AA)
 Education (AS)
 Hospitality and Tourism Management (AA)
 Nursing (AS)

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

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

Minors

Accounting	Geospatial Analysis
Art	Health
Athletic Training	History
Biology	Hospitality and Tourism Management
Business	Marketing
Chemistry	Mathematics
Communication	Music
Computer Science	Philosophy
Criminology	Physics
Economics	Political Science
Education	Psychology and Human Services
English	Railway Heritage Tourism
Environmental Science	Religious Studies
Exercise Science	Spanish
Faith and Public Policy	Sustainability Studies
Finance	Theatre Arts
Foundation of Education	

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 course.** First-Year Seminar is designed to introduce students to the college academic experience by focusing on core learning outcomes. The course illustrates 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

Skill-based Courses:

- College Writing I (ENGL 101A) Grade of C or better required. 3 hours
- College Writing II (ENGL 102A) 3 hours
(or ENGL 202B, CRIM 330 or 335, or approved equivalent)
- Communications – one COMM 100 level course 3 hours
(or approved equivalent)
- Quantitative Reasoning 3 hours
(MATH 101, 109, 125, 180, 193, 195, 196, BUSI 205, 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).

- ***Creative Arts*** 3 hours
Taken from Art (ART), 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

SPSC 102: Wellness Education (1 semester hour) and SPSC 103: Fitness Activity (1 semester hour) selected from SPSC 103, SPSC 108, SPSC 125, OREC 101-107, 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 42 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 course.** First-Year Seminar is designed to introduce students to the college academic experience by focusing on core learning outcomes. This course illustrates the embodiment of the College'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

SPSC 102: Wellness Education (1 semester hour) **or** SPSC 103: Fitness Activity (1 semester hour) selected from SPSC 103, SPSC 108, SPSC 125, OREC 101-107, 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 semester 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 and Tourism Management, Management, Marketing, and Outdoor Recreation Management) require a minimum 2.5 cumulative grade point average.
 - All Chemistry degrees require a grade of C (2.0 quality points) or better in all Chemistry 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.
 - RN-BSN Degree Completion Program requires a 2.5 cumulative grade point average.
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 of 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. All declared majors must be declared under the same catalog. Should a student declare more than one major, any additional major(s) must be distinct by a minimum of twelve semester hours from any of the student's declared majors.
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 nursing courses.
 - Students in the Associate degree Business, Accounting, and Hospitality and Tourism Management 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, Education, Hospitality and Tourism 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 at the time of proposal submission to the Curriculum Committee of Faculty Assembly are eligible for committee approval. Moreover, students must have a cumulative grade point average of 2.50 or above in order to graduate with an Interdisciplinary Studies degree.

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.

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

Cooperative Programs

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

The program consists of three years at Davis & Elkins College and a summer and five semesters at the College of Environmental Science and Forestry (CESF) at Syracuse. The student must make application to SUNY and be accepted into the program. After successful completion of the first year at CESF, Davis & Elkins College will award the Bachelor's degree and the status of the student at CESF will be changed from special to matriculated. Upon completion of the program at Syracuse, the student is awarded the Master's degree. During the three-year program here, the student 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 three 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.

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 an 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, 314, 317, 330, and 415.

Associate Program (A.S.)

The requirements for a major in **Accounting** consist of 39 semester hours including ACCT 111, 112, 201, 218, 219, and three semester hours chosen from ACCT 213, 216 or FINC 300; BUSI 101, 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, 314.

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.

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.

315 Income Tax Accounting II

3 semester hours

An introduction to Federal income tax principles and procedures for corporations, partnerships, estates and trusts. Prerequisite: MATH 193. Offered spring even years.

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 Corequisite: 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.

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 50 semester hours including ART 101, 102, 103A, 104A, 109, either 105A or 125, 201, 202A, 207A, 209A, 450, 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, 130 & 302A, 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 the required courses for a Major in Art and 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 Introduction to 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.

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 Introduction to 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 Introduction to 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 Theory

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

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

235 Screen Printing

3 semester hours

This class will familiarize students with the techniques of creating hand-pulled screen prints, and the principles and techniques behind the process. Projects, including printing on textiles such as t-shirts and other fabric, are designed to challenge students to consider their ideas within the medium of screen printing and its context within contemporary art.

302A Advanced 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 from PreK to Adult. 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.

450 Professional Practices

1 semester hour

This class seeks to equip its students with entrepreneurial skills to amplify their chances of creating sustainable income. Students will study gallery practices, writing resumes, creating portfolios, and develop a greater understanding of the Entrepreneurial side of Art.

495 Senior Studio

3-6 semester hours

This class is the culminating 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 to 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, 233; 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 221 and 222 or 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 221 and 222 or 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).

recommended); PHYS 221 and 222 or 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. 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 Prerequisite 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, the cardiovascular system, and the nervous system. Periodic recitation sessions will be utilized to clarify lecture material, preview laboratory material, and assess student comprehension. 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 corequisite: 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 Corequisite: 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 corequisite: 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 Corequisite: 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 Corequisite: 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 Corequisite: 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 Corequisite: 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 Corequisite: 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 Corequisite: 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 Corequisite: 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 Corequisite: 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.

383 Biogeography

4 semester hours

This course introduces topics of spatial and temporal patterns of biological diversity and the factors that govern the distribution and abundance of taxa by exploring topics in historical biogeography (the origin, dispersal and extinction of taxa and biotas) and ecological biogeography (the role physical and biotic environments play in determining taxonomic distributions). The course will review many of the field's classic papers, the current synthesis of biogeographic theory and the application of biogeography to conservation. Lab will cover a range of modeling techniques including species distribution, dispersal, least cost path and population analyses. Prerequisite: ENVS 101 or BIOL 102 or permission of instructor. Not offered every year.

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 ensure 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
Economics
Finance
Management
Marketing
Outdoor Recreation Management

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

Hospitality and Tourism Management

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

Accounting
Business

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

Hospitality and Tourism Management

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

Bachelor's degrees in Accounting, 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.

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 Corequisite: 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 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

1-6 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 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.

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 304, 315, 399, 403, 404, and 410. 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 302, 304, 315, 403, 404, and 410. 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 ENV 101; MATH 196 and 201 (MATH 304 is strongly recommended); NSCI 105; PHYS 251 and 252. A minor in Education is also required.

Grades and Standards

A grade of C (2.0 quality points) 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, 304, 315, 403/404, or 410.

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 corequisite. A student who receives a C (2.0 quality points) or better in CHEM 108 may continue with CHEM 120. Prerequisite FND 111A or higher.

109 Basic Chemistry I Laboratory

1 semester hour

A laboratory course to accompany CHEM 108. Corequisite 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. Corequisite: CHEM 116.

116 Basic Chemistry II Laboratory

1 semester hour

A laboratory course to accompany CHEM 115. Corequisite: 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-hour lecture and one hour recitation per week. CHEM 120: Prerequisite CHEM 108 or pre- or co requisite MATH 195, corequisite CHEM 121; CHEM 122: Prerequisite: A grade of C or better in CHEM 120 and corequisite 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: corequisite CHEM 120; CHEM 123: Prerequisite CHEM 120, 121, corequisite 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; corequisite 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; corequisite CHEM 201A. Not offered every year.

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; corequisite CHEM 206 or permission from instructor. CHEM 207: Prerequisite: A grade of C or better in CHEM 205, 206; corequisite 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; corequisite CHEM 205. CHEM 208: Prerequisites: CHEM 205, 206; corequisite CHEM 207.

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

This course covers predominantly chemical thermodynamics, including detailed studies of the first and second laws of thermodynamics, a brief discussion of the third law, and application of these laws to equilibrium conditions for chemical

and electrochemical reactions, and physical transformations. Special topics covered during the course may include one or more of the following: kinetic molecular theory, the theory of intermolecular interactions, chemical kinetics, group theory, solid-state physics, statistical thermodynamics, and spectroscopy. Pre- or corequisites: CHEM 201A, CHEM 202A, MATH 201, and PHYS 252. MATH 304 or MATH 202 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. Prerequisites: Chemistry 301 or 302, CHEM 202A, MATH 201, PHYS 252

302 Physical Chemistry II

3 semester hours

This course covers predominantly the fundamentals of quantum mechanics. This includes a review of those areas of classical physics that fail to explain quantum effects, the formalism of the wave function, the Heisenberg uncertainty principle, the time-independent Schrodinger's wave equation, and solutions of Schrodinger's equation to areas of interest to chemists. These areas include rotational and vibrational motion, the hydrogen atom, and simple quantum tunneling effects. Application to spectroscopy and energy calculations for conjugated pi systems will be briefly discussed. One or two of the following special topics will also be briefly covered: kinetic molecular theory, the theory of intermolecular interactions, chemical kinetics, group theory, solid-state physics, statistical thermodynamics, and spectroscopy. Prerequisite: Pre- or corequisites: CHEM 201A, CHEM 202A, MATH 201, and PHYS 252. MATH 304 or MATH 202 is highly recommended. Not offered every year.

304 Biochemistry

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. Emphasis will also be placed on nucleic acid structure and function. Prerequisites: CHEM 205, 207; BIOL 101 or permission from instructor. Not offered every year.

315 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 of credit. Prerequisite: permission from instructor. Prerequisite: CHEM 207 and 208 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 from instructor.

403 Instrumental Analysis

3 semester hours

This course covers the theory and practical applications of instrumental methods as applied to chemical analysis including atomic and molecular UV/Vis absorption and emission spectroscopy, Infrared spectroscopy, NMR and mass spectrometry, and chromatographic techniques such as GC and HPLC. Prerequisite: CHEM 207, 208 and 301 or permission from instructor; corequisite CHEM 404. Not offered every year

404 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. Corequisite CHEM 403.

410 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 207 and 301 or permission of the instruction.

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 203, 210; 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 200, EDUC 212, PSYC 300, PSYC 324, and SOCI 220. In addition, the following courses are recommended but not required: COMM 111 and HIST 210.

Child and Family Studies Courses (C&FS)

100 Introduction 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, 297, 300, 397, and 497; 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.

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)

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.

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.

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 client-side and server-side tools. Topics include: dynamic Web pages, Cascading Style Sheets, graphics, security, and database integration. Prerequisite: CSCI 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 201, or permission of instructor.

297 Career Seminar 1 semester hour

Students explore connections between career options in the field and their personal abilities, interests, and values. This is the first of three courses in the capstone sequence. Prerequisite: 12 hours of CSCI credit.

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.

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 and 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.

397 Career Workshop 1 semester hour

Students update and extend their results from the Career Seminar course to plan the details of their future studies and professional development in the field. This will include significant independent work to identify and research an appropriate problem or research topic, and evaluate possible solutions or research strategies. This is the second of three courses in the capstone sequence. Prerequisite: CSCI 297 and 18 hours of CSCI 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. Prerequisite: permission of the instructor.

497 Career Symposium 1 semester hour

Students complete the activities planned in the Career Workshop course, and communicate results to various academic and professional audiences. This is the last of three courses in the capstone sequence. Prerequisite: CSCI 397 and 24 hours of CSCI credit.

Creative Arts

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

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

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; PSYC 350; 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

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

Overview

The Teacher Education program at Davis & Elkins College is developed to prepare candidates seeking initial teaching licensure in the State of West Virginia. Davis & Elkins College is a West Virginia Department of Education approved educator preparation program. The Teacher Education program is an accepted candidate for national accreditation by the Council for the Accreditation of Educator Preparation (CAEP).

The Major in Education leads to the awarding of the Bachelor of Arts degree. A student seeking initial certification/licensure in Elementary Education grades K-6 undertakes a major in Elementary Education. A student is encouraged to seek additional specializations which may be obtained in a content area by meeting West Virginia Department of Education (WVDE) licensure requirements. A student seeking a content specialization in any subject within a programmatic level (5-9, 5-Adult, 9-Adult or PK-Adult) must have declared a major in a subject area other than Education and a declared minor in Education. Teacher Education students are expected to meet all Davis & Elkins College Education Program requirements and WVDE licensure requirements.

A student considering Teacher Education should review and assume responsibility for meeting teaching licensure requirements. Because Education is a Bachelor's degree program with time specific requirements, a student should notify the Office of Admission, the Office of the Registrar, the Education Department and the student's advisor of his or her intent to pursue an educational program or make changes to his or her program and complete required forms at the earliest possible time.

Mission

The Mission of the Teacher Education Program is to teach and inspire preservice teachers who possess the knowledge, skills, and dispositions they need to prepare PK-K students for a college- and career-ready future.

The mission is aligned with high-quality indicators from the West Virginia Professional Teaching Standards found in State Board of Education **Policy 5100** (pg. 30-34), the *Approval of Educator Preparation Programs*, Council for the Accreditation of Educator Preparation (**CAEP**) Standards, and Interstate Teacher Assessment and Support Consortium (**InTASC**) Standards. These standards support the integration of course content, field experience, clinical experience, technology, diversity, and dispositions that enable Davis & Elkins College to meet its mission. The WV Professional Teaching Standards include the following five broad areas:

- Curriculum and Planning
- The Learner and Learning Environment
- Teaching
- Professional Responsibilities for Self-Renewal
- Professional Responsibilities for School and Community

Field and Clinical Experiences

All education courses require student field experience (pre-student teaching) and clinical experience (student teaching) hours in PK-12 schools or other programs approved to accept student placements. Students are assessed a fee and are responsible for their own transportation. Hours and requirements are progressive beginning with 10 hours for 100 level courses to 60 hours for upper level 400 courses and a minimum of 6 weeks in clinical experience. Field and clinical experiences are planned by course instructors to focus education students on the following outcomes:

- Instruction that fosters academic, social, and emotional development in students from diverse backgrounds and diverse needs;
- Instruction that is aligned to state and national standards; and
- Instruction that uses data to inform teaching and learning and measure the impact on learning

Students seeking an Education Degree participate in one of four categories:

Level 1: Teacher Education Pre-Candidate

Level 2: Teacher Education Candidate

Level 3: Teacher Education Clinical Experience Candidate

Level 4: Teacher Education Program Completer

Level 1: Teacher Education Pre-Candidate

Students who declare Education as their major (or “undecided” students seeking to explore education as a major or minor) begin taking general education and EDUC 100 and 200 level courses during their first two years as pre-candidates. Competence in these courses underlies students’ ability to (1) understand and communicate information; (2) demonstrate foundational knowledge and skills; (3) maintain high academic achievement; (4) successfully complete field experience assignments; and (5) display exemplary personal and pre-professional dispositions. These competencies are measured by multiple assessments administered and analyzed by Education Department faculty. Data from these measured competencies are used not only as indicators of success for students as pre-candidates but also as criteria for admission to Level 2 – teacher education candidacy. As students begin required field experiences in public schools beginning with the first EDUC 100 course, a clear background check and proof of a negative tuberculosis screening is required.

Level 2: Teacher Education Candidate

Generally, students apply for Admission to Teacher Education in the students’ third or fourth semester (40-55 hours), immediately after having met the requirements listed below. Transfer and returning students apply as soon as they are eligible.

The filing of an application by prospective educators declaring themselves as candidates to complete an approved educator preparation program and the Education Department’s formal acceptance of students as candidates for teaching licensure relies on satisfying admission criteria. The Education Department Review Panel (EDRP) will make the final determination to grant acceptance into the Teacher Education Program. The criteria for admission includes the following requirements:

1. Minimum of 2.5 cumulative individual grade point average (GPA) and a member of a cohort with a minimum 3.0 GPA average. The 3.0 GPA cohort grade point average is calculated using a 4-point scale that includes all core subject coursework in the calculation (electives not required for general education or the major/minor are not included).
2. Successful disposition screening assessment ratings.
3. Required performance as per the WV Licensure Testing Directory on the West Virginia Department of Education (WVDE) website on the Core Academic Skills for Educators (CASE) in Reading, Writing, and Mathematics (or meet the WV Department of Education exemption waiver requirements for composite scores from a single administration of the ACT or the SAT).
4. Grade of C or better in ENGL 101A, EDUC 120, and COMM 107A (or approved equivalent) to meet pre-professional grammar, usage and mechanics skills and demonstrate competency ratings for speaking and listening and technology as required in WVDE Policy 5100.
5. Grade of C or better in all required Professional Education and Content Specialization courses taken to that point.
6. Recommendations for admission from the (1) EDUC 100/100L and EDUC 120 instructor(s), (2) ENGL 101A instructor, (3) COMM 107A instructor, and (4) academic advisor.
7. Pre-admission paperwork, including biographical information, declaration of major and minor, audit report. moreover, other documents as specified, completed and submitted to the certification analyst by the due date.
8. Evidence of successful field experience placements (LiveText entries and course grades).
9. Clear background check via fingerprints and proof of negative TB screening.
10. Recommendation of Education Department Review Panel (EDRP).

Level 3: Clinical Experience Candidate (Student Teacher)

Clinical experience is the culminating experience for education candidates. Teacher Education candidates apply to the Education Department for admission as a Clinical Experience Candidate and make application for a clinical experience permit from the WVDE at least thirty (30) days prior to the start of the semester in which they plan to participate in clinical experience. Candidates must meet the following criteria to be eligible for clinical experience:

1. Receive passing score on the required Praxis® Content Knowledge of Teachers Specialty Area Tests. These assessments of content knowledge must be passed for every area the candidate is seeking licensure, including endorsements.
2. Complete all required coursework with a minimum cumulative GPA of 2.5 and a grade of C or better in all required Professional Education and Content Specialization courses taken to that point. The cumulative 2.5 GPA does not include electives other than those required to meet general education or major/minor requirements.
3. Complete all required methods courses on campus at Davis & Elkins College and attain a grade of C or better.

4. Receive clear state and national background checks (fingerprints).
5. Provide proof of negative tuberculosis test, if required.
6. Maintain required academic standing.
7. Present an audit report completed by the registrar to the Education Department certification analyst.
8. Adhere to the West Virginia Code of Conduct and other applicable Codes, consistently display expected Education Department dispositional behaviors, and comply with all Davis & Elkins College policies or procedures.
9. Adhere to all placement school and district expectations, procedures, and policies.*
10. Receive recommendation of EDRP.
11. Hold a valid WVDE clinical experience permit prior to clinical experience placement.

*A candidate who does not adhere to school or district expectations, procedures, or policies may be administratively removed from a clinical experience placement if there is cause.

Level 4: Teacher Education Program Completer

In order to be recommended to the WVDE for licensure, the applicant must meet the requirements as established by the WVDE in Chapter 18A, Section 3, Article 1 of the West Virginia School Law, and D&E. The following requirements are applicable:

1. WV Code which reads (1) A certificate to teach may be granted to any person who is (A) A citizen of the United States, except as provided in subdivision (2) of this subsection (A) permit to teach in the public schools of this state may be granted to a person who is an exchange teacher from a foreign country or an alien person who meets the requirements to teach.; (B) Is of good moral character; (C) Physically, mentally, and emotionally qualified to perform the duties of a teacher; and (D) At least eighteen years of age on or before the first day of October of the year in which his or her certificate is issued.
2. Pass the required performance assessment (Praxis® Performance Assessment of Teachers PPAT).
3. Recommended by the College to WVDE for certification and licensure.
4. Complete all requirements for clinical experience courses and receive credit for the courses.
5. Complete all requirements for Capstone course and receive a satisfactory rating on the Capstone project.

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. Meet and maintain all requirements for Levels 1-4 of the Teacher Education Program.
2. Retain the recommendation of the EDRP.
3. Receive positive feedback and satisfactory performance ratings or grade from cooperating teachers and college instructors for field and clinical placements.
4. Adhere to all College, State, and PreK-12 school and district expectations, procedures, and policies.

Education Degree without Certification/Licensure

The College offers an option to students who have not met the WVDE specified licensing criteria to apply to graduate with a Bachelor of Arts in Education degree without certification and licensure. Students requesting this option must have been fully admitted as a teacher education candidate and satisfactorily completed all courses, attained the required GPA, passed the Praxis® CASE and completed all other requirements up to the Praxis® Content Knowledge Test for Teachers (CKT Specialty Area) Tests or Praxis® Performance Assessment of Teachers (PPAT), as applicable. The CKT and PPAT must have been taken by the students seeking to graduate without certification and license a minimum of two times.

Provisional Admission as Teacher Education Candidate

If a student is deficient in any of the Level 2 Teacher Education Candidate 1-8 requirements, the student may apply to the EDRP for a one semester, nonrenewable, Provisional Admission. Generally, Provisional Admission is appropriate if the student has a reasonable chance to remediate the deficiency within the one semester period. The EDRP can make specific recommendations for remediation as a condition of Provisional Admission. Provisional Admission is also appropriate for transfer students who may not have taken one of the required classes. It may also provide additional time and support for

individuals from under-represented groups in teaching (i.e. minorities, international students, English language learners, students with disabilities, and so forth) to meet the standards for entry into the program.

Status for students who are unable to meet the admission requirements during the provisional semester is changed to “Denied Admission”. Students may reapply for admission as a Teacher Education Program Candidate upon successful completion of all Level 2 Teacher Education Candidate criteria. Students reapplying for admission beyond the provisional semester will need to meet the Teacher Education Candidate requirements that are applicable at the time of reapplication.

Teaching Licensure 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 course work which will meet graduation requirements and WVDE licensure requirements. A secondary education student is encouraged to have his or her schedules checked by a member of the Education Program every semester to ensure progress in their academic plan. All teaching specializations must have an accompanying major in the field. The following programs, with identified programmatic levels, may be selected:

Program of Study

Elementary Education K-6

Specializations

Art, PK - Adult
 Biology, 9-Adult
 Chemistry, 9-Adult
 Early Education, PK-K
 Preschool Special Needs, PK-K
 English, 5-Adult
 English, 5-9
 General Science, 5-Adult
 General Science, 5-9
 Health Education, PK-Adult
 Mathematics, 5-Adult
 Mathematics, 5-9
 Physical Education, PK-Adult
 Reading Endorsement, K-6
 Social Studies, 5-Adult
 Social Studies, 5-9
 Theatre, PK-Adult

Program of Study Requirements for Licensure

Elementary Education, K-6

The requirements for a teaching specialization in Elementary Education, K-6, consist of COMM 107A; BIOL 100; ECON 102; MATH 109, 110, 193; PSYC 216; and GEOG 204. Select six hours in History from HIST 103, 104, 105, 106; HLTH 310; NSCI 105; SPSC 204A; 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, 100L, 120, 200, 209, 210, 212, 221A, 271, 312, 316, 319A, 322A, 332A, 333B, 465, 491B, and 494A.

Teaching Specialization Requirements for Licensure

Art, PK-Adult

The requirements for a teaching specialization in Art (Pre-K-Adult) consists of Art 101, 102, 103A, 104A, 109, either 105A or 125, 201, 202A, 207A, 209A, 319, 450, 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, 130 & 302A, or 207A & 208A). Also required are the following Professional Education courses: PSYC 216, 217; EDUC 100, 100L, 120, 200, 209, 210, 212, 271, 334A, 467, 493C, and 494A.

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 221 and 222 or PHYS 251 and 252. A second specialization in either General Science or Chemistry is strongly recommended. Also required are the following Professional Education courses: PSYC 217; EDUC 100, 100L, 120, 200, 209, 210, 212, 271, 319B, 334A, 467, 493B, and 494A.

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, 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. 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, 100L, 120, 200, 209, 210, 212, 271, 319B, 334A, 467, 493B, and 494A.

Early Education, PK-K

The requirements for a teaching specialization in Early Education, PreK-K consist of (in addition to the hours required for those in Elementary Education) the following Education courses: EDUC 203, 304, 310A, 490B.

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, 326, 414, 490, 497, 498; COMM 323; and 6 hours of ENGL courses at the 200-level or above. Also required are the following Professional Education courses: PSYC 217; EDUC 100, 100L, 120, 200, 209, 210, 212, 271, 318, 334A, 335A, 467, 493B, and 494A.

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. A teaching specialization in Elementary Education, K-6, or a second content specialization is required. Also required are the following Professional Education courses: PSYC 216 or 217; EDUC 100, 100L, 120, 200, 209, 210, 212, 271, 318, 334A, 335A, 467, 492B, 491B or 493B, and 494A.

General Science, 5-Adult

General Science students must complete a science major. In addition, students must complete the requirements for a teaching specialization in General Science, 5-Adult, consist of BIOL 101, 102; CHEM 120, 121, 122, 123; ENVS 101; NSCI 105; PHYS 221 and 222 or PHYS 251 and 252. Also required are the following Professional Education courses: PSYC 217; EDUC 100, 100L, 120, 200, 209, 210, 212, 271, 319B, 334A, 467, 493B, and 494A.

General Science, 5-9

The requirements for a teaching specialization in General Science, 5-9, consist of BIOL 100; CHEM 115, 116; ENVS 101; NSCI 105, PHYS 221 and 222 or PHYS 251 and 252. A teaching specialization in Elementary Education, K-6, or a second content specialization is required. Also required are the following Professional Education courses: PSYC 216 or PSYC 217; EDUC 100, 100L, 120, 200, 209, 210, 212, 271, 319B, 467, 492B, 491B or 493B, and 494A.

Health Education, PK-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; SPSC 225, BIOL 107* and 108*. Also required are the following Professional Education courses: PSYC 216, 217; EDUC 100, 100L, 120, 200, 209, 210, 212, 271, 334A, 467, 493C, and 494A. Notes: 1) Students will complete 12 hours of clinical experience. 2) Students who are also pursuing Physical Education, PreK-Adult, may satisfy PSYC 216 by taking SPSC 204, Psychomotor Development and may satisfy EDUC 212 by taking SPSC 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, 498, 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, 100L, 120, 209, 200, 210, 212, 271, 317, 334A, 467, 493B, and 494A.

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 221 or 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 216 or 217; EDUC 100, 100L, 120, 200, 209, 210, 212, 271, 317, 467, 492B, 491B or 493B, and 494A.

Physical Education, PK-Adult

The requirements for a teaching specialization in Physical Education, PreK-Adult, consist of SPSC 108, 109, 2 courses chosen from SPSC 114, 115, or 116, SPSC 120, 125, 201, 204, 213, 217, 218, 225 (or SPSC 115), 305, 307, 309, and one

semester hour of 391. Additional requirements are BIOL 107 and 108. Also required are the following Professional Education courses: PSYC 216* PSYC 217; EDUC 100, 100L, 120, 200, 209, 210, 271, 334A, 467, 493C, and 494A. Notes: 1) Students will complete 12 hours of clinical experience. 2) Students who are also pursuing Physical Education, PreK-Adult, may satisfy PSYC 216* by taking SPSC 204, Psychomotor Development and may satisfy EDUC 212 by taking SPSC 306, Adapted Physical Education.

Preschool Special Needs, PK-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 203, 304, 380A, and 490B.

Reading Endorsement, 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) EDUC 333L. Corequisite: EDUC 333B. This endorsement is only available to students with a “B” or higher in all EDUC reading courses.

Social Studies, 5-Adult

Social studies students must complete a major in a social studies related field. In addition, 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 102. 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, 100L, 120, 200, 209, 210, 212, 271, 313, 334A, 467, 493B, and 494A.

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 102. A teaching specialization in Elementary Education, K-6, or a second content specialization is required. Also required are the following Professional Education courses: PSYC 216 or 217; EDUC 100, 100L, 120, 200, 209, 210, 212, 271, 313, 467, 492B, 491B or 493B, and 494A.

Theatre, PK-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 360, 361, 362, 363. 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, 100L, 120, 200, 209, 210, 212, 271, 334A, 467, 493C, 494A.

Baccalaureate Program (B.A.)

The requirements for a major in **Elementary Education, K-6** consists of 108 hours (30 of these hours also satisfy general education requirements). Courses required are: COMM 107A; BIOL 100; ECON 102; MATH 109, 110, 193; PSYC 216; GEOG 204; HLTH 310; NSCI 105; POLS 100A, and SPSC 204A. Students will select six hours in History from HIST 103, 104, 105, 106 and 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, 100L, 120, 200, 209, 210, 212, 221A, 271, 312, 316, 319A, 322A, 332A, 333B, 465, 491B, and 494A.

An education student who has been fully admitted as a teacher education candidate and satisfactorily completed all courses, attained the required GPA, passed the Praxis CORE and completed all other requirements, but who has not met the Praxis examination licensure requirements for the Praxis Specialty Area Tests or Praxis Performance Assessment of Teachers (PPAT) after two attempts may apply to the EDRP for permission to graduate with a Bachelor of Arts in **Education (without certification and licensure)**.

Associate Program (A.S.)

The requirements for an A.S. degree in **Education** consists of 31 semester hours. Required courses are EDUC 100, 100L, 120, 200, 203, 209, 210, 212; 221A, and 271; SPSC 204A.

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 **Foundation of Education** (a non-education programmatic level not leading to certification and licensure) consists 16 hours. Required courses are EDUC 100, 100L, 120, 210, 212, and either PSYC 216 or 217.

Education Courses (EDUC)

All courses are subject to adequate enrollment.

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.

100L Lab for The School in American Society 1 semester hour

Components of and requirements for the teacher preparation program, including specializations, professional organizations, requirements for admission to the major, including assessments, avenues to program completion, and requirements for work with children or youth. Corequisite: 10-hour field experience as assigned by the field placement coordinator

120 Education Technology 3 semester hours

Educational Technology is a fundamental project-based course that incorporates WV technology standards and prepares pre-candidates/candidates to facilitate student learning in technology-rich Pre-K-12 environments. The course provides hands on experiences that integrate technology, pedagogy, and content knowledge to support clearly defined learning outcomes. Pre-candidates/candidates in this course select and design technology-enhanced learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the classroom. Pre-candidates/candidates explore contemporary topics related to educational media and technology trends in education. Suggested workload is 10-12 hours per week outside of course time. Corequisite: 10 hours of field experience as assigned by the field placement coordinator. Prerequisite: EDUC 100, 100L.

200 Curriculum and Planning 3 semester hours

Educational reform and standards-based instruction provides the framework for this course. Students will explore curriculum models and research effective instructional strategies. Students will use this knowledge base to practice planning and delivering differentiated instruction for diverse populations and using data to assess student learning. Corequisite: 12 hours of field experience as assigned by the field placement coordinator is required.

203 Family Centered Practices 3 semester hours

This course develops the knowledge and skills from WV's Early Learning Standards Framework 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. Corequisite: 12 hours of field experience in a PreK or K setting as assigned by the field placement coordinator.

209 Educational Psychology 3 semester hours.

A study of the prominent psychological theories affecting teaching practices in elementary and secondary schools, motivation, testing, and evaluation of student learning in classrooms. Corequisite: 12 hours in an elementary or secondary school classroom as assigned by the field placement coordinator. Prerequisite: PSYC 216 or 217 or permission of the instructor/chair.

210 The Exceptional Child 3 semester hours

This course offers a comprehensive study of the history of federal and state laws governing exceptionalities in children and the status of current support services needed to address individual student needs. Topics such as referral procedures, placement, Individual Education Plans, parental rights and responsibilities, least restrictive environment, support services and facilities and 504 requirements are among those studied in this class. Corequisite: 12 hours in a public-school special education or inclusion classroom as assigned by the field placement coordinator. Prerequisite: EDUC 100, 100L, 200; and either EDUC 209, PSYC 216, PSYC 217, or permission of the instructor/chair.

212 Inclusive and Collaborative Methods 3 semester hours

A study of inclusive and collaborative methods in the least restrictive environment for students with exceptionalities in public schools. The course will focus on instructional strategies that support students with diverse needs. Corequisite: 12 hours of field experience in the public schools. Prerequisite: EDUC 210.

221A 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 K-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. Corequisite: 12 hours of field experience in a K-6 classroom assigned by the field placement coordinator.

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 may be required. Prerequisite: EDUC 100 or permission of the instructor.

290 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 in a placement as assigned by the field placement coordinator are expected for each semester hour of credit. Prerequisite: advance written permission of the instructor and field placement coordinator.

All 300 and above courses require admission as a teacher education candidate. Eligible students may apply for a one-semester, non-renewable provisional to take 300 level courses.

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 of learning change. They will review various assessment methods and instruments and engage in critical reflection focusing on application of course content from WV's Early Learning Standards Framework to their own practices. Corequisite: 15 hours of field experience in a PreK or K setting as assigned by the field placement coordinator. Prerequisite: Accepted candidate in Teacher Education.

305 Advanced Technology Applications

3 semester hours

This elective course is for students who have mastered basic technology skills and are ready for more advanced projects. Students will design and develop unique technology-based projects for elementary, middle, and secondary students. Students meeting course requirements as defined by the instructor may substitute this course for EDUC 120. Field trip may be required. Instructor permission required for enrollment. Prerequisite: EDUC 100, 100L & 200.

310A Teaching Integrated Early Childhood Curriculum

3 semester hours

Using the WV's Early Learning Standards Framework, this course develops the knowledge and skills necessary to provide effective and developmentally appropriate instruction utilizing inter-disciplinary standards for young children in preschool settings (some of these settings may be inclusive). Corequisite: 15 hours of field experience in a PreK or K setting as assigned by the field placement coordinator. Prerequisites: Accepted candidate in Teacher Education.

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 setting. Corequisite: 15 hours of field experience in a K-6 social studies setting as assigned by the field placement coordinator. Prerequisite: EDUC 200 or 209; 9 semester hours from the Social Studies content requirements and accepted candidate in Teacher Education.

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. Corequisite: 15 hours of field experience in a 5-12 social studies setting as assigned by the field placement coordinator. Prerequisites: EDUC 200 or 209; 12 semester hours from the Social Studies content requirements and accepted candidate in Teacher Education.

316 Teaching Mathematics to Children (K-6)

3 semester hours.

A study of the content standards, methodology, and instructional materials for an elementary and middle childhood mathematics program. This course stresses the use of manipulatives, knowledge from learning theory, evaluation, and individual differences in selecting, organizing, and presenting mathematical content. Corequisite: 15 hours of field experience in a K-6 mathematics setting as assigned by the field placement coordinator. Prerequisites: EDUC 200 or 209, MATH 110, 193, and accepted candidate in Teacher Education.

317 Teaching Mathematics to Secondary Students (5-Adult)

3 semester hours.

Candidates will engage with the principles and beliefs of standards-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. Corequisite: 15 hours of field experience in a 5-12 mathematics setting as assigned by the field placement coordinator. Prerequisites: EDUC 209, MATH 110, 193, six semester hours from the Mathematics content requirements, and accepted candidate in Teacher Education.

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 standards 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. Corequisite: 15 hours of field experience in a 5-12 English setting as assigned by the field placement coordinator. Prerequisites: 12 semester hours from the English content and accepted candidate in Teacher Education.

319A Teaching Science to Children (K-6)

3 semester hours.

A study of the content standards, methodology, and instructional materials for an elementary or middle school setting. This course stresses the use of research-based strategies including hands-on learning, assessment, and differentiated instruction to meet diverse student needs. Corequisite: 15 hours of field experience in a K-6 science setting as assigned by the field placement coordinator. Prerequisite: 4 semester hours of science content coursework and accepted candidate in Teacher Education.

319B Teaching Science to Secondary Students (5-Adult)

3 semester hours.

Candidates research best practices for actively engaging diverse learners in higher order, inquiry-based learning that promotes problem solving and the use of technology across a wide range of science subjects and topics. Candidates will apply their learning when developing lesson plans that address curriculum standards, methods, materials, differentiation, and assessment. Corequisite: 15 hours of field experience in a 5-12 science setting as assigned by the field placement coordinator. Prerequisite: 12 semester hours from the science content coursework and accepted candidate in Teacher Education.

322A Foundations of Literacy and Language

3 semester hours

This course focuses on the beginnings of the development of literacy standards 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. Co-requisite: 15 hours of field experience in the public schools as assigned by the field placement coordinator. Prerequisites: EDUC 200, 210, 212 and accepted candidate in Teacher Education.

332A Literacy Development in the 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 candidates. Corequisite: 15 hours of field experience in the public schools as assigned by the field placement coordinator. Prerequisites: EDUC 322A and accepted candidate in Teacher Education.

333B Literacy Assessment and 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. Corequisite: 15 hours of field experience in the public schools as assigned by the field placement coordinator. Prerequisites: EDUC 322A, 332A and accepted candidate in Teacher Education.

333L Literacy Clinical

3 semester hours

Students will participate in a supervised reading 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. Corequisites: 30 hours of field experience as assigned by the instructor/field placement coordinator and EDUC 333B. Prerequisites: EDUC 322A and EDUC 332A; grade of "B" or better in all EDUC reading courses and accepted candidate in Teacher Education.

334A Content Area Literacy

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. Corequisites: 15 hours of field experience in the public schools as assigned by the field placement coordinator and accepted candidate in Teacher Education.

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. Prerequisite: accepted candidate in Teacher Education. Corequisite: 15 hours of field experience at the 5-12 level as assigned by the field placement coordinator.

380A Intervention Strategies

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 course 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. Prerequisite: EDUC 210 and 212 and accepted candidate in Teacher Education.

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.

All 400 level courses require admission as a teacher education candidate no later than one week prior to the first day of class. No provisional will be accepted.

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. Corequisite: 60 hours of field experience in an elementary/middle level classroom as assigned by the field placement coordinator. Prerequisite: accepted candidate in Teacher Education.

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. Corequisite: 60 hours of field experience at middle and senior high levels as assigned by the field placement coordinator. Prerequisite: accepted candidate in Teacher Education.

490B Clinical Experience PreK-K

3 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. Corequisite: EDUC 491B and 494A. Prerequisite: Admission to Clinical experience. A Credit/No Credit grading system is used.

491B Clinical Experience K-6

12 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. Corequisite: EDUC 494A Prerequisites: Admission to Clinical Experience. A Credit/No Credit grading system is used.

492B Clinical Experience 5-9

3 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. Corequisite: EDUC 491B or 493B and EDUC 494A Prerequisites: Admission to Clinical Experience. A Credit/No Credit grading system is used.

493B Clinical Experience 5 - Adult

12 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. Corequisite: and EDUC 494A. Prerequisites: Admission to Clinical Experience. A Credit/No Credit grading system is used.

493C Clinical Experience PreK - Adult

12 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. Corequisite: and EDUC 494A. Prerequisites: Admission to Clinical Experience. A Credit/No Credit grading system is used.

494A Teacher Education Seminar/Capstone

3 semester hours

The clinical experience seminar/capstone is taken in conjunction with the classroom clinical experience. During the capstone/seminar candidates will receive information/updates from their college supervisor(s), a time to discuss issues, give feedback, and receive support in the preparation of the teacher work sample, capstone presentation, ePortfolio, final portfolio and PPAT. Seminar will be held outside of the normal school day. Corequisite: The appropriate Clinical Experience course(s) must be taken the same semester as 494A.

English

Majors in English learn to read and discuss literature through a variety of critical approaches, to appreciate the power and subtlety of the English language, and to develop nuanced questions and communicate complex ideas through writing and speaking. The program provides its majors with a comprehensive understanding of literary traditions and the tools and methods of literary criticism. English students may choose between concentrations in literature, writing, and English education. Graduates traditionally enter the fields of publishing, communication, education, journalism, politics, and nonprofit work. 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 and has three available areas of concentration. The following 24 semester hour core courses are required for all areas: ENGL 202B, 216B or 217B, 218B, 219B or 220B, 316B, 490, 497, and 498. A major GPA of 2.5 is required at the time of graduation.

The **Literature Concentration** requires the core courses as well as 3 hours of Literary Criticism (ENGL 414), 9 hours of literature courses chosen from the 200 level or above (including at least one 300-level literature course), and 3 hours of advanced writing (ENGL 325 or ENGL 326).

The **Writing Concentration** requires the core courses as well as 3 hours of Rhetorical Theory (COMM 323), 9 hours of writing courses at the 200 level or above (3 hours of ENGL 200 and 6 hours of ENGL 325 or ENGL 326), and 3 hours of advanced literature (300-level or above).

The **Education Concentration**, or Teaching of English in Secondary Schools Specialization, serves as a partial fulfillment of the requirement for certification in secondary school teaching. This concentration requires the core courses as well as 3 hours of Literary Criticism (ENGL 414), 3 hours of Rhetorical Theory (COMM 323), 3 hours of Advanced Analytical Writing (ENGL 326), and 6 hours of English courses at the 200-level or above. Students seeking secondary education certification must also complete the requirements for a minor in education.

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

A one-semester survey of literature for students not majoring in English. Students will become familiar with a broad literary tradition, learn a few common approaches to literary texts, and practice the method of close reading in multiple genres. 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.

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. The course satisfies the general education writing learning outcome for English majors. Prerequisite: ENGL 101A.

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.

206 Survey of Drama

3 semester hours

the study of major works, authors, and movements in Classical, European, and/or American Drama.

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.

325 Advanced Creative Writing

3 semesters hours

Advanced creative writing workshop that alternates between fiction, poetry, and creative nonfiction. Students will write, workshop, and revise several original pieces of writing to produce a polished final portfolio. May be repeated for credit with a different topic. Prerequisite: ENGL 200.

326 Advanced Analytical Writing

3 semester hours

Advanced writing course in which students write in analytical genres. Course topics alternate between journalism, writing for new media, and other topics. A focus on writing and revision will allow students to produce a polished final portfolio or online project. May be repeated for credit with a different topic. Prerequisite: ENGL 101A

360 Text and Context

3 semester hours

The study of a literary work or body of literature in its historical, sociological, and/or linguistic contexts. Offered every other year.

361 Literature and Genre

3 semester hours

A course exploring one or two literary genres, which might include poetry, the novel, or the short story. Emphasis on close readings of texts and genre theory. Offered every other year.

362 The Literature of Place

3 semester hours

A course investigating the relationship of place and literature in its historical, theoretical, geographical, and/or cultural contexts. Offered every other year.

363 Literature and Identity

3 semester hours

A study of personal and group identity in literature, specifically how authors represent their own experiences and the experiences of their communities. Potential course themes include regional identity, sexual identity, and ethnic identity. Offered every other year

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 39 semester hours including BIOL 101, 102, 205 or 214; ENVS 101, 233; 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 27 semester hours including ENVS 101, 233, 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 221 and 222 or 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, 233, and six hours chosen from 200 level or above Environmental Science courses.

The requirements for a minor in **Geospatial Analysis** consists of 20 semester hours including ENVS 101, 233, 323, 353, 273 or 383.

This program prepares students to apply the science of geographic information with the technologies of geographic information systems (GIS), cartography and remote sensing to various disciplines. Geospatial technologies portray and analyze geographic location and characteristics of physical and human environments. Applying these software technologies, geospatial data is layered and analyzed to understand and communicate complex phenomena such as natural disasters, environmental impact, land cover change, migrating populations, crime patterns, climate change and changing economic trends. Geospatial analysis skills are applicable to a growing list of professions, and increasingly sought after by employers. ENVS 300 level courses taken for the Geospatial Analysis Minor may not be used to fulfill B.S. Environmental Science or B.A. Biology and Environmental Science electives.

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.

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.

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 corequisite: CHEM 121. Not offered every year.

233 Introduction to Geographic Information Science and Systems

4 semester hours

An introduction to basic mapping concepts and technologies using Geographic Information Systems (GIS). Lecture sessions will discuss geographic information science, map use and analysis, principles of mapmaking, cartographic

communication and geographic visualization. Lab assignments will focus on map skills and interpretation, the use of Global Positioning Systems (GPS) and map construction using GIS software. Pre- or corequisite 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.

273 Python for GIS 4 semester hours

This course focuses on the use of the Python scripting language to automate GIS tasks in ArcGIS. No previous programming experience is assumed. Students who successfully complete the course are able to assemble ArcMap geoprocessing tools into models to solve GIS problems, and run the tools from scripts to automate GIS tasks. Prerequisite: ENVS 233 or permission of instructor. Not offered every year.

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.

323 Remote Sensing and Intermediate Geographic Information Systems 4 semester hours

The course focuses on grid-based analysis that combines GIS and remote sensing approaches to explore environmental problems. Emphasis will be on geospatial applications in the natural resource sciences, using examples of forest ecology and management, watershed protection and restoration, change analysis and related topics of conservation interest. Prerequisite: ENVS 101, ENVS 233 or permission of instructor. 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.

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.

353 Advanced Geographic Information Systems 4 semester hours

This course is an advanced level and project based in Geographic Information Systems (GIS). It builds upon the techniques learned in ENVS 233 and ENVS 323, emphasizing advanced methods in developing and utilizing GIS data. Prerequisite: ENVS 101, ENVS 233, ENVS 323 or permission of instructor. Not offered every year.

383 Biogeography 4 semester hours

This course introduces topics of spatial and temporal patterns of biological diversity and the factors that govern the distribution and abundance of taxa by exploring topics in historical biogeography (the origin, dispersal and extinction of taxa and biotas) and ecological biogeography (the role physical and biotic environments play in determining taxonomic distributions). The course will review many of the field's classic papers, the current synthesis of biogeographic theory and

the application of biogeography to conservation. Lab will cover a range of modeling techniques including species distribution, dispersal, least cost path and population analyses. Prerequisite: ENVS 101 or BIOL 102 or permission of instructor. Not offered every year.

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.

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 Learning 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.

120 Student Athlete Enrichment

1 semester hour

Student-athlete academic and personal health and development will be introduced and applied using individual and group development activities. Life skills such as values clarification, decision-making, personal responsibility, alcohol/drug education, mental health, and healthy sexuality will be addressed. Academic skills such as time management, study skills, academic planning, stress management, will also be addressed.

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. Prerequisite: Admission to the Nursing program.

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.

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.

Baccalaureate Program (B.S.)

The requirements for a major in **Community & Corporate Health** consist of 62-68 semester hours including BIOL 107, BIOL 108, SPSC 120, SPSC 213, SPSC 225, SPSC 305, SPSC 307, SPSC 309, SPSC 314, HLTH 107, HLTH 310, HLTH 330, HLTH 399, HLTH 496, NURS 107, PSYC 200, BUSI 101, MGMT 201, MRKT 201 and 2 courses selected from the following SPSC 207, SPSC 220, SPSC 301, SPSC 310, SPSC 315, or NURS 112A. Students are encouraged to minor in Business and/or Psychology.

The requirement for a teaching specialization in **Health Education, PreK-Adult**, consists of 23 semester hours including HLTH 107, 231A, 310, 330; SPSC 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, SPSC 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

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

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 and Tourism Management

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

The Hospitality and Tourism 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 and Tourism Management** are 67 credit hours including 34 semester hours of HTMT courses: 101, 125, 150, 230, 250, 304 (or MGMT 310), 320, 330, 350, 395, 498. Additional requirements are ACCT 111, 112; BUSI 200, 203, 205, 220; ECON 105 or 106; MATH 193; MGMT 393; and MRKT 201, 325.

Associate Program (A.A.)

The requirements for an Associate degree in **Hospitality and Tourism Management** are 38 credit hours, including 17 hours in these HTMT courses: 101, 150, 230, 250, and 395. Additional requirements are ACCT 111; BUSI 203; ECON 105 or 106; MATH 193; MGMT 201, 393; and MRKT 201.

Minor

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

Hospitality and Tourism Management Courses (HTMT)

101 Introduction to Hospitality and Tourism 3 semester hours

An overview of the Hospitality and Tourism industry. Major elements of the industry will be covered including lodging, food service, and career opportunities. The role of hospitality and tourism 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.

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: HTMT 101 (simultaneous enrollment permitted) or permission of the instructor. Offered fall semester each year.

205 Hospitality and Tourism 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 and tourism property functions. Each student is required to complete a project that includes a hospitality/tourism 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: HTMT 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: HTMT 150 or permission of the instructor. Offered spring semester 2018, 2021, and 2024

304 Management in the Hospitality and Tourism 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: HTMT 101, HTMT 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: HTMT 304, MRKT 201, or permission of the instructor. Offered spring semester 2019, 2022, and 2025.

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: HTMT 230, or permission of the instructor. Offered fall semester odd 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: HTMT 150, HTMT 250, MRKT 201, and permission of instructor. Offered spring semester 2019, 2022, 2025

395 Senior Internship

4 - 6 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. Prerequisite: 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, HTMT 101, one HTMT 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: HTMT courses required for the major or permission of the instructor. Offered each spring semester

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 or by permission of instructor.

491 Marketing Research

3 semester hours

An introduction to research methods and applications as they relate to the marketing process. Prerequisites: MRKT 201, 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 20 semester hour core courses are required of both areas: MATH 196, 201, 205, 312, 313 498. 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 19 semester hours are required: MATH 202, 315, 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.

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. Corequisite: 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. Corequisite: 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

Integrated Science I

4 semester hours

A thematic approach to the topics covering physical science. An integrated lecture and laboratory course where inquiry based, group work, hands-on, discovery methods of learning are emphasized. Prerequisite: FND 112A

Nursing

The college offers an Associate Degree and a Baccalaureate Degree in Nursing.

The concept of educational mobility is incorporated into the associate degree 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 Division of Nursing 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 a higher degree 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.

Associate Degree Role Specific Competencies:

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 Associate Degree Nursing Program

Admission to the nursing program is competitive. Applicants must be academically, physically, 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:

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 [Assessment Technologies Institute, Inc. ® \(ATI\) Test of Essential Academic Skills \(TEAS\)](#) with a minimum Composite score of 64 percent. Students may only take the exam two times per year. Both attempts must be completed prior to August 1st.
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 2 academic years at D&E with completion of all requirements prior to August 1st, 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 [Assessment Technologies Institute, Inc. ® \(ATI\) Test of Essential Academic Skills \(TEAS\)](#) with a minimum Composite score of 64 percent. Students may only take the exam two times per year. Both attempts must be completed prior to August 1st; 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 2 academic years at D&E with completion of all requirements prior to August 1st, 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 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 [Assessment Technologies Institute, Inc.® \(ATI\) Test of Essential Academic Skills \(TEAS\)](#) with a minimum Composite score of 64 percent. Students may only take the exam two times per year. Both attempts must be completed prior to August 1st; and
6. Transfer students who have failed a nursing course at another institution will be allowed only one failure in the program.
7. 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 2 academic years at D&E with completion of all requirements prior to August 1st, the student will not be considered for admission to the nursing program

Provisional Admission to the Associate Degree Nursing Program

Students who have a cumulative GPA of 2.95-2.99 and meet all other admission requirements may appeal for provisional admission into the nursing program. Students must request provisional admission into the nursing program in writing to the Chair of the Division of Nursing before August 1st and provide a justification for the request.

If admitted provisionally the student must:

- maintain a cumulative GPA of at least 2.5;
- a grade of B or better in all required nursing courses;
- a grade of “C” or better in all other required courses as a Prerequisite for progression; and
- meet with an advisor regularly to discuss progress

The student’s status will be reviewed at the conclusion of the following semester. If the student has met these requirements, he or she will be fully admitted to the program. If the student has not met these requirements, he or she will be dismissed from the program.

All students who have not met the requirements for admission into the Nursing program or who decide to leave the Nursing program will be required to meet with an advisor or Chair of the Division of Nursing.

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; Introduction 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
 - Electives; 3 semester hours
 - Total: 24 semester hours

Readmission after Experiencing an Interruption from Regular Progression

Students who withdraw or take a Leave of Absence 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
- Enrollment in FND 160; Nursing School Success Strategies; 2 semester hours

Students who are admitted to the nursing program must complete the degree within four (4) academic years from the time of initial admission to the program.

Associate Degree 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

Nursing majors receive the Division of Nursing Student Handbook which outlines departmental policies, including those pertaining to assessment, admission, progression, retention and suitability. The 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 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 Associate of Science in **Nursing** consist of 72 total semester hours: 48(49 for LPN and nursing transfer students –must take NURS 101) 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, SPSC 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*	1.0
NURS 108 (Introduction to Pharmacology)	1.0	NURS 105 (Disruptions in Health I)	7.0
ENGL 101A	3.0	NURS 109 (Pharmacology)	2.0
GES 105	3.0	NURS 115A	<u>3.0</u>
PSYC 200	3.0	(Disruptions in Mental Health)	
SPSC 102 or SPSC 103	<u>1.0</u>	PSYC101 or SOC101 or SOC103	<u>3.0</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)	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
ENGL 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. Prerequisites: Admission to the Nursing Program. Corequisites: 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. Prerequisites: NURS 100A, NURS 108. Corequisites: 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. Prerequisite: Admission to the Nursing Program. Corequisite: 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. Prerequisites: NURS 100A and NURS 108. Corequisites: 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. Prerequisites: NURS 100A, NURS 108. Corequisites: 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. Prerequisites: NURS 105, NURS 109, NURS 115A. Corequisite: NURS 202A, NURS 203A.

202A Nursing Care of Older Adults

2 semester hours (Theory-2)

This is a non-clinical 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. Prerequisites: NURS 105, NURS 109, NURS 115A. Corequisites: 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. Prerequisites: NURS 105, NURS 109, NURS 115A. Corequisites: 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. Prerequisites: NURS 201, NURS 202A, NURS 203A. Corequisites: 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. Prerequisites: NURS 201, NURS 202A, NURS 203A. Corequisites: 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. Prerequisites: NURS 201, NURS 202A, NURS 203A. Corequisites: NURS 204A, NURS 206A.

RN – BSN Degree Completion Program**Description**

The online RN-BSN Degree Completion Program at Davis & Elkins College is designed for working RNs who are adult learners with busy schedules and time demands that make it difficult to complete a traditional course of study in residence on campus. The nursing curriculum emphasizes leadership and management skills, evidence-based practice, and the current health care system. The program allows registered nurses with an associate degree or a diploma to achieve a baccalaureate degree within 12 months.

BSN courses are offered online, making courses convenient for students with busy schedules. It offers an efficient way for working RNs to keep pace with shifting educational and credentialing requirements of the health care industry. The curriculum is organized around the QSEN Competencies.

Baccalaureate Degree Role Specific Competencies:

1. Establish a culture that ensures that patients receive quality care in a safe environment. (S)
2. Function as both an advocate and a change agent to influence healthcare policies that will improve the delivery of care. (PCC)
3. Collaborate and communicate with members of the healthcare team in the delivery of personalized, cost-effective, and ethical care, (TWC).
4. Act as a role model to foster the use of evidence-based practice to improve or modify nursing practice. (EBP)
5. Champion quality improvement efforts by empowering staff to engage in and move quality improvement initiatives forward. (QI)
6. Incorporate information technology to facilitate access to resources necessary to meet the health care needs of individuals, families, and communities. (IT)
7. Practice with integrity, legal accountability, ethical responsibility, advocacy, caring, and commitment to lifelong learning. (P)

Admission Requirements

Prospective students will be identified, and qualified applicants will be solicited. Qualified registered nurses who are associate degree and diploma graduates will be accepted to D&E's RN-BSN program contingent upon review of their academic record and space availability. Each applicant must possess an unrestricted license to practice as a registered nurse and a minimum cumulative GPA of 2.5 on a 4-point scale from a regionally accredited institution with a nationally accredited nursing program.

Graduation Requirements

Graduation requirements include: 124 semester hours of credit; a minimum cumulative grade point average of 2.5 on a 4.0 scale; and participation in assessment activities as required by the student's major department. Registered nurses enrolled in the RN-BSN Degree Completion Program will be awarded a maximum of 84 credits (based on licensure and earned or documented professional education) toward their BSN. An RN with two or more years of continuing education to maintain licensure will receive the maximum number of credits. RN's with one year or less will need to document the professional education credits necessary for licensure renewal prior to graduation. These credits are awarded upon successful completion of the RN-BSN program.

Documented professional educational activities must consist of those "requirements for continuing education for re-licensure of registered professional nurse" per TITLE 19, LEGISLATIVE RULES, STATE BOARD OF EXAMINERS FOR REGISTERED PROFESSIONAL NURSES, SERIES 11, CONTINUING EDUCATION AND COMPETENCE. According to the West Virginia Board of Examiners for Registered Professional Nurses, "Continuing education means those learning activities intended to build upon the educational and experiential basis of the registered professional nurse for the enhancement of practice, education, administration, research, or theory development to the end of improving the health of the public". All professional educational activities submitted for credit are subject to verification (including contacting approved providers to verify participation, and/or submission of original certificates from approved offerings for review).

Within the RN-BSN Degree Completion Program the General Education outcomes "communicating effectively in writing", and "communicating effectively orally", are assessed through assignments across the curriculum. Students give presentations electronically, following the rubric developed for assessment of oral presentations. Students also submit grammatically correct and thematically logical written assignments, following the rubric developed for assessment of written work.

General Education Disciplinary Requirements (As distributed with the RN-BSN Program)

Skill-based Courses	CREDIT AWARDED	MET IN RN-BSN PROGRAM
College Writing I	ENGL 101A	
College Writing II		Integrated Concepts Practicum (Capstone)
Communications		Competencies Embedded in Nursing Courses
Quantitative Reasoning		Statistics and Data Analysis
Perspective-based Courses		
History		History of the United States Healthcare System and Healthcare Reform
Literature	ENGL 107 or higher	
Religion or Philosophy		Ethical Perspectives in Healthcare
Math	Math for Meds within Nursing Program	
Lab Science	BIOL 107 & 108	
Fine and Performing Arts		Health, Healing, and the Fine Arts
Social Science (2 courses from different areas)	SOCI 101, 103 or PSYC 101, 200	
Health and Wellness	SPSC 102 and Fitness Activity	

The program is offered in three, consecutive, 16-week rotations. Each rotation is divided into two, eight-week modules. Each module offers between 6 and 7 credits during the 8-week session. The program can be completed in 12 months of study.

Academic Advising

The Coordinator of the RN-BSN Degree Completion Program will be the primary advisor for students enrolled in the program. Academic advising will be conducted through distance education methods and students will be expected to verify the accuracy of the courses assigned.

The advisor is of great help in moving students toward graduation. Together, the student and advisor review the audit report prepared by the Office of the Registrar and prepare for the final requirements of the chosen degree and major. However, the ultimate responsibility for knowing and meeting the graduation requirements rests with the student. Please note: an advisor cannot make exceptions to the published specifications; only the Admissions and Academic Standing Committee of the Faculty Assembly may grant a variance from College policies.

The course requirements for a Bachelor of Science in **Nursing** in the RN-BSN Degree Completion Program consist of 28 semester hours of Nursing courses including 300, 301, 302, 303, 304, 305, 306, 400. Additional requirements are ART 110, MATH 120, HIST 110, and PHL 110.

RN-BSN Degree Course Descriptions

NURS 300 Transition to Professional Nursing

3 credits Theory

Transition to Professional Nursing is the first nursing course that the registered nurse (RN) student completes. The course's intent is to set the groundwork for transition of the RN to baccalaureate education and professional nursing practice. Content includes informatics skills necessary to support online learning; communication; technology and resource availability; and competent writing skills essential for scholarly achievement. Prerequisite: Admission to RN-BSN Program

NURS 301 Health Assessment

4 credits (Theory 3, Practicum 1)

Health Assessment addresses the importance of a systematic, holistic approach to health history and physical examination, including physical, developmental, psychosocial, cultural, and spiritual dimensions. Content includes interviewing skills and physical assessment techniques necessary to provide safe, competent nursing care. The focus of this practicum is the application of concepts and principles of safety, assessment and patient-centered care through the use of the nursing process and scientific inquiry.

NURS 302 Quality and Safety in Nursing

4 credits (Theory 3, Practicum 1)

Quality and Safety in Nursing analyzes the role of nurses as care coordinators to promote safe, quality, cost-effective care. It examines team work and collaboration through organization theory, health care policy, health care access, and the use of outcome measures to promote quality and cost-effective health care. The practicum prepares the student to implement quality improvement, financial management and cost containment strategies and integrate safety and effective working relationships with inter-professional teams. Prerequisite: NURS 300AE

NURS 303 Community Nursing

4 credits (Theory 3, Practicum 1)

Community Nursing focuses on providing patient-centered care to the community as client. Information regarding health beliefs and the impact of culture on both health and illness will be explored. Epidemiological concepts including primary, secondary, and tertiary prevention are addressed. Global, national, state, and local healthcare systems will be compared. The practicum provides a framework for identifying, analyzing and planning for healthcare needs of vulnerable populations based on the objectives of *Healthy People 2020*. The concepts of community as client and population-focused practice are presented with an emphasis on understanding the relationship between individual, family and community needs. Students will perform community-focused assessment while applying concepts of health promotion, disease prevention and health education to the care of vulnerable groups.

NURS 304 Evidence-Based Practice

3 credits Theory

Evidence-Based Practice examines the methods used to investigate issues in the provision of health care. It focuses on using research to guide evidence-based practice. Students will be guided to collect, evaluate, and apply research to practice. Content will address how to conduct efficient, thorough searches of the literature; evaluate the quality of the body of research; appraise the design, methodology and data analysis; summarize findings; and apply research to current nursing practice. Prerequisite: NURS 300AE

NURS 305 Trends and Issues: Course Policies

3 credits Theory

Trends and Issues identifies and analyzes current and emerging issues in nursing and the social, economic, political, demographic and technological forces that impact healthcare delivery. Concerns related to ethical, legal, and social issues of access, global health and the healthcare systems will be explored. Prerequisite: NURS 300AE

NURS 306 Nursing Leadership and Management in Healthcare

4 credits (Theory 3, Practicum 1)

Nursing Leadership and Management in Healthcare is designed to provide the opportunity to demonstrate synthesis of knowledge and skills acquired throughout the program including integration of theories and concepts from arts, humanities, science, with professional nursing. This course focuses on the analysis, integration and application of principles of leadership and management to health care organizations and to population-based efforts across the health care delivery system. Special emphasis is placed on the practical skills needed for nurses to succeed as leaders and managers in today's

local, state, national and international health care environment. The practicum will be individualized to provide the student with an opportunity to develop the role of nurse manager in selected healthcare settings. Students will be expected to integrate knowledge of nursing management strategies, nursing leadership, and the management and organization sciences as they apply to nursing management practice. Prerequisite: NURS 300AE

NURS 400 Nursing Capstone

3 credits Theory

The final course in the program includes a capstone project that integrates both a research component and oral presentation requirements. This capstone project includes the development of a research proposal including primary sources and evidence-based practice literature. With feedback from the instructor, the student will submit an introduction, statement of problem, purpose, key terms and definitions, literature review, type of research with justification for decision, proposed sampling process, data collection instruments, data collection process and expected outcome. In addition to the written proposal using APA style, the student will present the proposal to a group, communicating the information from the proposal as if it were to gain IRB approval.

ART 110 Health, Healing and the Fine Arts

3 credits Theory

Health, Healing and the Fine Arts explores the ways in which the fine and performing arts have treated the subjects of health and healing. The course also explores the ways in which the fine and performing arts have been utilized to promote health and healing. Topics include: review of the pictorial history of medicine; exploration of how illness is portrayed in film; and the impact the fine arts have on health and healing.

HIST 110 History of the U.S. Healthcare System and Healthcare Reform 3 credits Theory

History of the US Healthcare Sys and Healthcare Reform will explore the history of the United States healthcare system and discuss issues such as the Affordable Care Act.

MATH 120 Statistics and Data Analysis

3 credits Theory

Statistics for Healthcare introduces the learner to a basic understanding of the use of statistical concepts in the study and research of the healthcare environment. Emphasis is placed on interpreting standard means presented in summary data and the use of appropriate statistical procedures. The course also includes basic parametric and non-parametric statistics, as well as descriptive and inferential statistical methods as they relate to the interpretation of research reports and studies commonly conducted in a healthcare institution.

PHL 110 Ethical Perspectives in Healthcare

3 credits Theory

Ethical Perspectives in Healthcare is an examination of some of the major ethical issues involved in the practice of nursing, medical research, and health care policy. Students will have the opportunity to discuss actual controversial situations in an attempt to analyze the ethical issues that exist and what actions may be possible toward resolution. Topics may include: informed consent, conflicts of interest, refusal of treatment, euthanasia, physician-assisted suicide, assisted reproduction, surrogate motherhood, end of life care, and rationing health care resources.

Outdoor Recreation Management

The Bachelor of Science degree in Outdoor Recreation Management offers courses that are structured to include an entrepreneurial focus so that graduates not only have field experience but also acquire the business skill set necessary to successfully implement and/or manage a public agency, non-profit organization, or their own business. Two tracks of study are available. The Professional Outdoor Recreation Management track trains students for employment in areas such as Club or Commercial Recreation Management, Public Recreation Management, or Non-Profit Recreation Management. The Adaptive Recreation Management track would allow graduates to become an Adaptive Recreation Specialists. Career options for this track would include working with disabled veterans in the outdoors, taking physically challenged individuals to participate in outdoor activities such as climbing and water sports, and developing innovative programming in the Adaptive Recreation field.

Baccalaureate Program (B.S.)

The requirements for a major in **Outdoor Recreation Management** consist of 60 semester hours including: ACCT 111, 112; BUSI 203; ECON 105 or 106; MGMT 201, 393; MRKT 201 (it is strongly advised that majors also take MRKT 306A); SPSC 225; OREC 100, 400, 496; 12 semester hours chosen from OREC courses 200 level or above; and 6 semester hours chosen from OREC 101 – 108. Two areas of concentration are available:

The **Professional Outdoor Recreation Management Concentration** requires the core courses as well as OREC 363, 450, and 460.

The **Adaptive Recreation Management Concentration** requires the core courses as well as OREC 380, 410, and 480.

Outdoor Recreation Management (OREC)

100 Recreation and Leisure in Contemporary Society 3 semester hours

An introduction to the contributions of recreation to the well-being of individuals and groups. The course looks at the influences of recreation from historical, social, psychological, economic, and theoretical perspectives.

101–108 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.

101	Backpacking	2 semester hours
102	Navigation	2 semester hours
103	Winter Activities	2 semester hours
104	Whitewater Activities	2 semester hours
105	Climbing	2 semester hours
106	Canoeing & Kayaking	2 semester hours
107	Mountain Biking	2 semester hours
108	Outdoor Skills (other, as needed)	2 semester hours

210 Foundations of Adaptive Recreation 3 semester hours

A focus on the historical perspective of Adaptive Recreation as well as a look at the philosophical and professional issues within the field. Provides an overview of the physical, cognitive, affective and social characteristics of a variety of individuals with special needs within a recreational setting.

220 Recreation and Community Development 3 semester hours

An examination of both urban and rural multicultural dynamics and recreation's role in building community and in developing youth capacity and leadership skills.

230 Recreational Tourism 3 semester hours

An examination of the role of tourism at the local, state, and national level. Course will look into the key components that are necessary to have a successful tourism program, including the study of tourism's impacts on the environment, economy, and society.

250 Recreation Program Planning 3 semester hours

This course focuses on the design, planning, implementation, and evaluation of recreation programs and activities for diverse audiences. Topics include financial planning, thematic design, communication, organization, and evaluation procedures, among others.

310 Leadership in Recreation Management 3 semester hours

An analysis of leadership theory and small group dynamics with an emphasis on leadership values and methods. Emphasis

will be placed on developing competencies and skills necessary for successful leadership of small multi-cultural and otherwise diverse groups.

320 Environmental and Cultural Interpretation

3 semester hours

Explores the theoretical and practical basis for designing programs and facilities for environmental and cultural interpretation. Course includes methods and standards for educational programming, interpretive signage and structure design and construction, and communicating to diverse groups.

333 Risk Management and Liability

3 semester hours

There are a great number of inherent dangers associated with many outdoor recreation pursuits, and professionals in the field must be aware of how to identify and minimize risks and be prepared and protected from litigious action should an accident occur. This course examines the legal process, rights and responsibilities, negligence, intentional torts, personnel risks, and other aspects of legal liability in recreation management.

335 Research Methods in Recreation and Tourism

3 semester hours

Mixed-method social science research procedures are explored in the context of park, recreation, and tourism management. Students will explore methods for collection, analysis, and reporting of data, as well as practical implications for conducting research.

350 Sustainable Recreation and Eco-Tourism

3 semester hours

An analysis of the current principles and theories of sustainable tourism, including the importance of conducting ecotourism in a sustainable and responsible manner. Different types of tourism will be considered and evaluated from an economic, social, and natural environmental point of view.

363 Recreation Facilities Maintenance and Management

3 semester hours

Principles and procedures for managing and maintaining park and recreation facilities, buildings, equipment, turf, and other resources. A combination of classroom and field-based work allows students to explore concepts in a hands-on way.

365 Park and Recreation Facility Planning and Design

3 semester hours

Principles of design are applied to park and recreation facility management in order to maximize efficiency, effectiveness, and access. Students will learn to plan and design recreation facilities that address the needs of the community, maximize efficient use of available resources, and are both functional and aesthetically pleasing.

380 Recreation Adaptive Activities

3 semester hours

An introduction to recreation services for people with disabilities, this course provides an overview of disabilities, attitudes towards people with disabilities, appropriate terminology to be used and how recreation can benefit the person physically. Different techniques for working with disabilities will be discussed along with evaluation procedures, and how to conduct a needs assessment.

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.

400 Current Issues in Outdoor Recreation Management

3 semester hours

An examination of current industry trends, standards, and best practices. Students will critically evaluate contemporary research, consumer behavior, relevant legislation, technological advancements, and other developments that affect outdoor recreation management.

410 Adaptive Recreation Methods and Techniques

3 semester hours

This course provides an in-depth study of the facilitation techniques, methods, and activities that an Adaptive Recreation Specialist would use when working with clients. Different settings and client groups will be discussed along with the characteristics and protocols for utilizing Adaptive Recreation services indoors and in outdoor settings.

450 Non-profit Organization Funding and Development

3 semester hours

An introduction to the different methods used to raise funds and resources for recreational agencies. Topics include issues of raising private/public funds, intergovernmental cooperation, developing and writing sponsorship proposals, capital funding techniques, and effective grant writing techniques.

460 Organization and Management of Recreation Agencies

3 semester hours

A seminar course for study of contemporary issues involved in developing an organizational team within a recreational agency and the management of that team. Students can choose a topic that fits with their specific interests within the major.

480 Leisure Education and Innovative Programming in Adaptive Recreation

3 semester hours

This course is designed to review current, innovative programming in Adaptive Recreation. There will be an emphasis on leisure education concepts and programs. Students will create and implement a leisure based education program for a

potential client group, which could include disabled veterans, senior citizens, or other groups that could benefit from this type of recreation.

496 Field Apprenticeship Capstone

3 - 6 semester hours

All Outdoor Recreation Management majors will be required to apprentice in their chosen area of study under an approved mentor. The purpose of the apprenticeship is to allow students to go out into the field and apply theory into practice. It is expected that students who wish to obtain a specific certification in Outdoor Recreation Management will be able to accomplish that goal with this course. A presentation to the larger community is required to successfully pass this course. In general, 40 hours of supervised work are expected for each semester hour of credit.

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. Corequisite 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 350. An academic minor selected outside the discipline is required. 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.

250 Philosophy of Human Rights

3 semester hours

Engaging the intersection of international relations, political science and philosophy, this philosophical introduction to human rights focuses on the intellectual foundations human rights as a version of universal morality. The idea behind “human” rights is that individuals have rights simply in virtue of being human whose realization is not merely of concern to the states in which they happen to live, but in some sense a global responsibility. The 1948 Universal Declaration of Human Rights is often taken to determine what human rights are, but to assess the intellectual credibility of human rights we must ask: why would human beings have such rights, and what such rights are there? These guiding questions take us straight into foundational questions about morality that at the same time are becoming increasingly more important in a politically, economically, and culturally interconnected world. We will also venture into the political reality of human rights since debates about human rights make moral and political concerns inseparable. Cross-listed with Political Science.

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 (guerilla 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 and PSYC 103.

200-level: students must complete a minimum of twelve semester hours, including PSYC 200 and PSYC 260.

300-level: students must complete a minimum of twelve semester hours, including PSYC 324 and PSYC 350.

400-level: students must complete a minimum of twelve semester hours, including PSYC 412 and PSYC 498A.

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 Prerequisites 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 and 498B 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.

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.

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).

260 Behavioral Statistics

3 semester hours

Provides an introduction to descriptive and inferential statistics. Emphasis will be placed on the conceptual understanding and interpretation of statistics. Common techniques and uses in psychological science will be covered. Prerequisite or Corequisite: PSYC 101

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.

350 Psychological Research Methods

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 use basic statistics in analyzing and interpreting research data. Prerequisite: PSYC 101. It is highly recommended that students take PSYC 260 before or concurrent with PSYC 350.

399 Independent Study

1-6 semester hours

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

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.

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.

450 Cognitive Psychology

3 semester hours

Introduces concepts in cognitive psychology, including: perception, attention, memory, concepts, language, executive functions, problem-solving, and reasoning processes. This course will cover both theory and applications of cognitive psychology. Prerequisite or Corequisite: PSYC 101

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 Corequisite: PSYC 412. Instructor permission required.

498A Senior Seminar I

3 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 senior project will be chosen by the student with the guidance of the course professor who will supervise the completion of the project across two semesters. The course also focuses on graduate school preparation, including the creation of a personal statement and curriculum vitae. Prerequisite: Permission of the instructor. Prerequisite or Corequisite: PSYC 350.

498B Senior Seminar II

3 semester hours

Designed to provide students the opportunity to fully implement the senior project that was designed in PSYC 498A. The final project will be presented in written and oral form as part of the overall capstone experience in psychology. The course also focuses on preparing for life after college and graduate school preparation, including participation in mock interviews. Prerequisite: Permission of the instructor, PSYC 498A and PSYC 350.

Religious Studies and Philosophy

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

Courses in Religious Studies 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 Religious Studies and Philosophy major.

The requirements for the option in **Religious Studies and Philosophy** consist of 36-39 semester hours of Religious Studies and Philosophy courses and either RELG 498 or PHL 498. An additional requirement is an academic minor selected outside of the Religious Studies and Philosophy program.

The requirements for the option in **Religious Education** consist of 38 semester hours including 20 semester hours chosen from Religious Studies 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 205, 216, 217, 301, 324, and 401; and an academic minor selected outside the Religious Studies and Philosophy program.

Minor

The requirements for a minor in **Faith and Public Policy** consists of 15-16 semester hours including PHL 203, RELG 310, and a) any SUST or ENVIS course, b) a choice of either RELG 100, 120, or 353, and c) one of the following: POLS 204, 206, 233A, 250, PHL 233A, 250.

The requirements for a minor in **Religious Studies** 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 Religious Studies and Philosophy majors and minors MATH 104, Logic will be counted as a Philosophy Course.

Religious Studies 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.

110 Hebrew Bible Interpretation 3 semester hours

A study of the origins of the Hebrew Bible and its use in both Jewish and Christian contexts and the legacy and diversity of interpretations deriving therefrom. The course aims to provide more than an historical introduction to the text, but centrally to explore how the text has been used and misused.

112 New Testament Interpretation 3 semester hours

This introductory-level course will provide a survey of the New Testament and the context of early Christianity, particularly including strategies of *interpretation* and exposure to current historical, linguistic, and archaeological data. Like no other text, and no other historical figure, the New Testament and the person of Jesus continue to captivate, inspire, and challenge. This course explores not only the canonical (and some Gnostic) texts, but also the development of their interpretations.

120 Comparative Religious Ethics 3 semester hours

This course offers an introduction to the comparative study of the ethical ambiguities and resources within global religious narratives and traditions. The course will familiarize students with the beliefs and practices of the major world religions. Readings include most of the major religious traditions of the world, both from original sacred texts and modern

interpreters including Gandhi, Martin Luther King, Malcolm X, Thich Nhat Hanh, and Rosemary Ruether. By focusing on selected ethical dilemmas, students will be empowered to analyze the positions embedded within religious narratives, to articulate ethical commonalities among different religions, and encouraged to develop their own informed ethical positions.

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.

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.

250 Islam and Modernity

3 semester hours

This mid-level course offers detailed engagement with Islam and analysis of its complex relationships with the west and to modernity in light of colonialism. Beginning with the history and basic religious tenets of Islam, the course will explore the life of the Prophet Mohammed, the *Qu'ran*, and the early reception and dissemination of Islam. The second half of the course will examine ways in which and reasons for which Islam has and has not been willing to engage or integrate with western ideals, including democracy and pluralism. The course may look at Palestine and Israel, Boko Haram, Al Qaeda, Isis/Isil, and other topical issues, but will then focus centrally on the theoretical bridge between Islam and the west and modernity proposed by contemporary thinkers. The course requires as a prerequisite at least one course in religious studies, or permission of the instructor. Offered every 3 years.

251 Unknown Christianity

3 semester hours

This course explores aspects of Christianity about which most people are unaware. Pilate and Judas, for example, are considered saints by Coptic Christians. For Orthodox believers, God became human so that humans could become God. Medieval mystics believed the soul could reach a union with God, best described in sexual terms. A contingent of committed Christians in 20th C. America decided the best way to take Jesus' message seriously was to live as anarchists. While many of these ideas may seem heretical to some Christians, they are important reminders of the rich diversity of Christianity today. This course will examine these varying strands, will incorporate speakers, and will visit at least one 'unknown' Christian site in the region. Offered every 3 years.

252 Violence and the Sacred

3 semester hours

Why does religion – ostensibly a source of peace and justice – often promote and provoke violence? Why are religious narratives of clear violence (e.g. the biblical book of Joshua, inter al.) often overlooked? How are religious narratives of love and redemption seemingly so easily used/misused in the service of division and hatred? Is sacrifice a further act of violence, or can sacrifice paradoxically promote peace? This course will explore these and related issues at the intersection of religion and violence, both historically and with limited reference to contemporary issues. What makes a particular violent action 'religious' – or not religious? What makes an individual willingly assent to violent actions (theoretically) based on beliefs or religious matters of truth? Offered every 3 years.

253 Jesus and Buddha

3 semester hours

This course offers a comparative survey of the central figures of Jesus and the Buddha, the movements that arose after them, and their legacies. Unlike few other historical figures, Siddhartha Gautama (6th C. BCE) and Jesus of Nazareth (1st C. CE) have influenced civilizations and religions, despite the complete absence of any of their own writing. Initially, we will explore primary-source texts concerning each figure. We will then briefly consider how their immediate followers understood them before engaging in comparative analysis of the traditions which have developed therefrom. Careful examination of both a fictional Buddhist-Christian novel and recent inter-religious scholarship will be used to foster a deeper understanding of the similarities and differences between these traditions.

272 Justice and Inequality in Central America (Nicaragua)

3 semester hours

This hybrid course involves one half-semester of on-campus study and a service-learning trip to Nicaragua. The focus of the on-campus study includes the history of Central America, US intervention, structural challenges of poverty, natural resources, etc. As we focus in particular on social and systemic injustices in Nicaragua, we look at the role and function of religion as simultaneously a tool of historical oppression and a vehicle for empowerment and liberation. Readings and lectures will cover sociological theory of structures, globalization, and religious methodology concerning injustice, empowerment, and liberation. The group will travel to Nicaragua for approximately 10 days to participate in educational and service activities with a social justice organization, CEPAD, in two rural projects such as citrus or coffee farming, micro-finance, or women's empowerment. Offered every 2 years.

300 Religion from the Margins

3 semester hours

This upper-level course engages and analyzes contemporary theoretical and religious expressions of personal emancipation and social liberation. Individuals and communities who had previously experienced religion as a form of oppression from outside (colonialism, racism, patriarchy) actively subverted these forces, coming to see the very source of oppression as an subversive instrument of liberation. The course will be divided into four units: Latin American liberation theory and religious thought, African-American theory and religious thought, and feminist theory and religious thought, and a fourth unit decided by the class. Prerequisite: at least one course in religious studies. Offered every 3 years.

301 Buddhism

3 semester hours

This upper-level course offers an in-depth analysis of the history and major 'schools' of Buddhism. Beginning with the contested accounts of the life of Siddhartha Gautama and his 'authentic' teachings, the course will examine the shift from the alleged 'authentic' teachings of the Buddha to those expanded accounts of his followers seen in Theravada, Mahayana, Tibetan, Zen, and Western Buddhism. Prerequisite: at least one course in religious studies. Offered every 3 years.

310 Faith and Public Policy

3 semester hours

This course offers a comparative survey of both historical and contemporary intersections between faith and public policy. Run as a seminar with frequent outside speakers, this course will explore issues revolving around formulations of the intersection of faith claims and their influence on the common good. In particular, the seminar approaches three core questions: 1. Whatever one's beliefs (or lack thereof), how should one evaluate and respond to the political and policy claims of religiously-based groups or issues? 2. How might we as a pluralistic society conceive of, and organize, political and public life in ways that allow for vibrant and tolerant debate about deep and divisive questions of value? 3. Whether one believes in God (however understood) or not, how should one live and act in public life, seeking a common good in a pluralistic society? Case studies may include health care policy, immigration, income inequality, education policy, social welfare, ecology and justice, gender inequality, race and class, etc. Several speakers actively engaged in public policy at the national level are anticipated as guest speakers for this course. Prerequisite: at least one course in Religious Studies or Political Science.

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 Capstone

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. This culminates in a Senior Capstone project.

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.

120 Ancient Philosophy

3 semester hours

This introductory-level philosophy course familiarizes students with some of the breadth and depth of ancient philosophical texts which have influenced and continue to shape the western tradition. Through close reading of primary sources of the Pre-Socratics, Stoics, Plato and Aristotle and literature or theater of the period, students will develop an appreciation for the diversity of ancient thought and its relevance today in political science, literature, theater, psychology and other fields.

125 Existentialism

3 semester hours

In light of the horrors of Auschwitz and Hiroshima, is it still philosophically legitimate to discuss 'meaning' outside of religious categories, if at all? Among the many themes of existentialism are human nature, existence, choice, death, authenticity, meaning and value, truth, self-deception, the absurd, responsibility, the purpose of life, and what it means to

be human in a mechanized world. In particular, the question of *how* to live is central to all so-called ‘existentialists’ and reveals deep similarities between existentialism and the world religions, as well as deep disagreements over how to answer this fundamental question.

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.

250 Philosophy of Human Rights

3 semester hours

Engaging the intersection of international relations, political science and philosophy, this philosophical introduction to human rights focuses on the intellectual foundations human rights as a version of universal morality. The idea behind “human” rights is that individuals have rights simply in virtue of being human whose realization is not merely of concern to the states in which they happen to live, but in some sense a global responsibility. The 1948 Universal Declaration of Human Rights is often taken to determine what human rights are, but to assess the intellectual credibility of human rights we must ask: why would human beings have such rights, and what such rights are there? These guiding questions take us straight into foundational questions about morality that at the same time are becoming increasingly more important in a politically, economically, and culturally interconnected world. We will also venture into the political reality of human rights since debates about human rights make moral and political concerns inseparable. Cross-listed with Political Science.

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.

498 Senior Capstone

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. This culminates in a Senior Capstone project.

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.

Sociology is not offered as a major or minor, but courses are offered to meet College general education requirements.

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.

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.

272 Justice and Inequality in Central America (Nicaragua)

3 semester hours

This hybrid course involves one half-semester of on-campus study and a service-learning trip to Nicaragua. The focus of the on-campus study includes the history of Central America, US intervention, structural challenges of poverty, natural resources, etc. As we focus in particular on social and systemic injustices in Nicaragua, we look at the role and function of religion as simultaneously a tool of historical oppression and a vehicle for empowerment and liberation. Readings and lectures will cover sociological theory of structures, globalization, and religious methodology concerning injustice, empowerment, and liberation. The group will travel to Nicaragua for approximately 10 days to participate in educational and service activities with a social justice organization, CEPAD, in two rural projects such as citrus or coffee farming, micro-finance, or women's empowerment. Offered every 2 years.

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.

Sport Science

The purposes of the Sport Science programs are:

- to provide leadership 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 SPSC 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. Also required is the completion of one of the following:

1. An academic minor other than athletic training
2. Completion of a minor in athletic training (see below)
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 PSYC.

The requirements for a major in **Physical Education** consist of 52-67 semester hours including SPSC 108, 109, two courses chosen from 114, 115 or 116, 120, 125, 201, 204, 213, 217, 218, 225 (or SPSC 115), 305, 307, 309, and one semester hour of 391, and three semester hours of 496 or 15 hours including EDUC 493C and 494A. 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 SPSC 108, 109, 115 or 116, 120, 204, 210, 217, 218, 220, 225 (or SPSC 115), 260, 301, 305, 307, 315, and three semester hours of 496; and any two classes selected from SPSC 309; MGMT 101, MRKT 306A; MRKT 335, OREC 220 or 310; HTMT 330. Additional requirements are BIOL 107; ACCT 111, 112; 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: FINC 300; MGMT 101, 393 or MRKT 325.

Minor

The requirements for a minor in **Athletic Training** consist of 20 semester hours including SPSC 230, 260, 317, 350; BIOL 107, 108. 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 SPSC 213, 309, and 310. Additional requirements are BIOL 107, 108, and three semester hours chosen from NURS 107; SPSC 225, 308, 314; and PSYC 200.

Sport Science Courses (SPSC)

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: SPSC 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: SPSC 114 (Aquatics I), or consent of instructor.

120 Foundations of Physical Education, Sport, and Exercise Science 3 semester hours

A study of the historical development and principles of physical education, sport and exercise science. Development of a philosophy of physical education, sport and exercise science, and a review of the sub disciplines in the field. In addition, current issues and problems in physical education, sport and exercise science will be reviewed.

125 Outdoor Physical Education

3 semester hours

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

201 Gymnastics and Movement Skills

2 semester hours

Educational skills in basic tumbling and stunts with limited apparatus teaching techniques. Methods of class organization and safety procedures stressed.

204 Psychomotor Development

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.

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.

- 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.
- 230 General Medical Conditions** 3 semester hours
This course will give the student the basic knowledge of general medical condition (dermatological disorders, Internal medicine, etc.) associated with athletics.
- 260 Principles of Athletic Training** 3 semester hours
Designed to introduce students to etiology of injuries and the knowledge and skills of prevention, recognition and treatment of athletic injuries.
- 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: SPSC 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 SPSC 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: SPSC 213 and 309. Not offered every year.
- 314 Research Methods and Interpretation** 3 semester hours
Reading and interpreting research literature in the fields of physical education and exercise science. The course will focus upon different research methodologies as they relate to exercise science. Prerequisites: MATH 180 Not offered every year.
- 315 The Law in Sport and Physical Education** 3 semester hours
A study of the law and leading court decisions related to sports, athletics, and physical education.

317 Therapeutic Rehabilitations

3 semester hours

Designed to give the student knowledge and skills for the development of rehabilitation programs for individuals recovering from injury. And the use of various modalities, techniques, equipment and their relationship with the rehabilitation of athletic injuries.

350 Personal Training Certification

3 semester hours

This course is designed to give students the knowledge and understanding necessary to prepare for a Certification Exam and become effective personal trainers or strength and conditioning coaches. The information covered by this course will help students learn how to facilitate rapport, adherence, self-efficacy, and behavior change in clients, as well as design programs that help clients to improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength.

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 credit hours.

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.

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 233; 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; and SOCI 220; (3) OREC 230 or 350; (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 two to three 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.)

Two 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 206, ENGL 316B, two semester hours of MUSC 103, and three semester hours chosen from ENGL 360, 361, 362, 363. 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 **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 206 and 316B; and three semester hours chosen from ENGL 360, 361, 362, or 363. 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 206, 316B; 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. Corequisite: 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. Corequisites: 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. Corequisite: 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. Corequisite: 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. Corequisite: 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 Ellucian Self Service Portal. Students are expected to monitor their transcripts, grades, and schedules on Ellucian Self Service Portal 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 from the Chairperson of the Division of Nursing.

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 all or a majority of his or her academic work in a semester, 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 may be entitled to return to the College with an approved return plan in place 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. 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). The Registrar must approve all overloads, but in no circumstances will an overload of more than 24 semester hours be approved.

Semester Hours and Course Loads within the RN-BSN Program

A student's academic progress is measured in terms of semester hours. Three semester hours of credit are granted for each theory course completed in the online format, this includes completion of all course work, readings, assignments, discussions and postings. One semester hour of credit is granted for each practicum completed in the online format, which includes papers, presentations, and other assignments. 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 12-13 semester hours per 16-week rotation. The minimum requirement for classification as a full-time student is 12 semester hours each per rotation. Higher minimums may, however, be required by outside agencies such as the Veterans Administration; these students should seek clarification in the Office of the Registrar.

If a student enrolls in more than 18.0 semester hours during any rotation, he or she will receive an overload charge. The Registrar must approve all overloads.

Transcript and Certification Requests

Transcript Requests

Transcripts must be requested 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), and Advanced International Certificate of Education (AICE)

Davis & Elkins College will consider granting academic credit for work undertaken with the College Board Advanced Placement program (AP), the International Baccalaureate program (IB), the College Level Examination Program (CLEP), and Advanced International Certificate of Education (AICE). Scores of 3 or higher on AP (4 or higher on AP Math, Science, and English), 4 or higher on the IB, 50 or higher on the CLEP examinations, and a grade of C or higher on the AICE 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 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 (SPSC-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**.

Pathways to Proficiency – D&E

Pathways to Proficiency is a modern language proficiency certification and crediting program in Spanish, French and German at Davis & Elkins College. It prepares students to individualize a learning program or pathway in preparation for an online proficiency test in one or more of several languages. It is a program and not a "course" with a fixed schedule, assignments, exams, grades and start-finish dates. (P2P-D&E)

Any full-time D&E student may prepare to test in a language that is not his or her "native" or "first" language. Work done during the academic year with P2P is "extracurricular" inasmuch as it is not counted as part of the course load nor does any credit received affect the GPA. Currently we offer a minor in Spanish. Contact the Registrar's office for further information.

RN-BSN Degree Completion Program

A student's earned Associate Degree will afford him or her transfer credit (between 62-72 credit hours). Any course work taken beyond the Associate Degree will be evaluated on a case by case basis.

Academic Honesty

Davis & Elkins College expects its students to pursue their academic careers with integrity. Instructors report instances of cheating and plagiarism to the Vice President for Academic Affairs and recommend penalties, which can include failure of the assignment in question or even expulsion from the course or College.

Academic 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 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, laboratory, or clinical 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 cancelled 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.

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 Office of Public Safety 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' (IP) can be reported only in cases where a student is enrolled in a unique course experience and is being evaluated based on holistic criteria that cannot be assessed reasonably at the midpoint or end of the semester (independent studies, internships, study abroad, etc.). Generally, the use of IP grades is considered inappropriate in classes where an instructor and student have been meeting regularly and some basis of assessment can be made.

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 given as substitute for a failing grade, is not 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

Students seeking an Education Degree participate in one of four categories:

- Level 1: Teacher Education Pre-Candidate
- Level 2: Teacher Education Candidate
- Level 3: Teacher Education Clinical Experience Candidate
- Level 4: Teacher Education Program Completer

Level 1: Teacher Education Pre-Candidate

Students who declare Education as their major (or "undecided" students seeking to explore education as a major or minor) begin taking general education and EDUC 100 and 200 level courses during their first two years as pre-candidates. Competence in these courses underlies students' ability to (1) understand and communicate information; (2) demonstrate foundational knowledge and skills; (3) maintain high academic achievement; (4) successfully complete field experience assignments; and (5) display exemplary personal and pre-professional dispositions. These competencies are measured by multiple assessments administered and analyzed by Education Department faculty. Data from these measured competencies are used not only as indicators of success for students as pre-candidates but also as criteria for admission to Level 2 – teacher education candidacy. As students begin required field experiences in public schools beginning with the first EDUC 100 course, a clear background check and proof of a negative tuberculosis screening is required.

Level 2: Teacher Education Candidate

Generally, students apply for Admission to Teacher Education in the students' third or fourth semester (40-55 hours), immediately after having met the requirements listed below. Transfer and returning students apply as soon as they are eligible.

The filing of an application by prospective educators declaring themselves as candidates to complete an approved educator preparation program and the Education Department's formal acceptance of students as candidates for teaching licensure relies on satisfying admission criteria. The Education Department Review Panel (EDRP) will make the final determination to grant acceptance into the Teacher Education Program. The criteria for admission includes the following requirements:

1. Minimum of 2.5 cumulative individual grade point average (GPA) and a member of a cohort with a minimum 3.0 GPA average. The 3.0 GPA cohort grade point average is calculated using a 4-point scale that includes all core subject coursework in the calculation (electives not required for general education or the major/minor are not included).
2. Successful disposition screening assessment ratings.
3. Required performance as per the WV Licensure Testing Directory on the West Virginia Department of Education (WVDE) website on the Core Academic Skills for Educators (CASE) in Reading, Writing, and Mathematics (or meet the WV Department of Education exemption waiver requirements for composite scores from a single administration of the ACT or the SAT).
4. Grade of C or better in ENGL 101A, EDUC 120, and COMM 107A (or approved equivalent) to meet pre-professional grammar, usage and mechanics skills and demonstrate competency ratings for speaking and listening and technology as required in WVDE Policy 5100..
5. Grade of C or better in all required Professional Education and Content Specialization courses taken to that point.
6. Recommendations for admission from the (1) EDUC 100/100L and EDUC 120 instructor(s), (2) ENGL 101A instructor, (3) COMM 107A instructor, and (4) academic advisor.
7. Pre-admission paperwork, including biographical information, declaration of major and minor, audit report. moreover, other documents as specified, completed and submitted to the certification analyst by the due date.
8. Evidence of successful field experience placements (LiveText entries and course grades).
9. Clear background check via fingerprints and proof of negative TB screening.
10. Recommendation of Education Department Review Panel (EDRP).

Level 3: Clinical Experience Candidate (Student Teacher)

Clinical experience is the culminating experience for education candidates. Teacher Education candidates apply to the Education Department for admission as a Clinical Experience Candidate and make application for a clinical experience permit from the WVDE at least thirty (30) days prior to the start of the semester in which they plan to participate in clinical experience. Candidates must meet the following criteria to be eligible for clinical experience:

1. Receive passing score on the required Praxis® Content Knowledge of Teachers Specialty Area Tests. These assessments of content knowledge must be passed for every area the candidate is seeking licensure, including endorsements.
2. Complete all required coursework with a minimum cumulative GPA of 2.5 and a grade of C or better in all required Professional Education and Content Specialization courses taken to that point. The cumulative 2.5 GPA does not include electives other than those required to meet general education or major/minor requirements.
3. Complete all required methods courses on campus at Davis & Elkins College and attain a grade of C or better.
4. Receive clear state and national background checks (fingerprints).
5. Provide proof of negative tuberculosis test, if required.
6. Maintain required academic standing.
7. Present an audit report completed by the registrar to the Education Department certification analyst.
8. Adhere to the West Virginia Code of Conduct and other applicable Codes, consistently display expected Education Department dispositional behaviors, and comply with all Davis & Elkins College policies or procedures.
9. Adhere to all placement school and district expectations, procedures, and policies.*
10. Receive recommendation of EDRP.
11. Hold a valid WVDE clinical experience permit prior to clinical experience placement.

*A candidate who does not adhere to school or district expectations, procedures, or policies may be administratively removed from a clinical experience placement if there is cause.

Level 4: Teacher Education Program Completer

In order to be recommended to the WVDE for licensure, the applicant must meet the requirements as established by the WVDE in Chapter 18A, Section 3, Article 1 of the West Virginia School Law, and D&E. The following requirements are applicable:

1. WV Code which reads (1) A certificate to teach may be granted to any person who is (A) A citizen of the United States, except as provided in subdivision (2) of this subsection (A) permit to teach in the public schools of this state may be granted to a person who is an exchange teacher from a foreign country or an alien person who meets the requirements to teach.; (B) Is of good moral character; (C) Physically, mentally, and emotionally qualified to perform the duties of a teacher; and (D) At least eighteen years of age on or before the first day of October of the year in which his or her certificate is issued.
2. Pass the required performance assessment (Praxis® Performance Assessment of Teachers PPAT).
3. Recommended by the College to WVDE for certification and licensure.
4. Complete all requirements for clinical experience courses and receive credit for the courses.
5. Complete all requirements for Capstone course and receive a satisfactory rating on the Capstone project.

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. Meet and maintain all requirements for Levels 1-4 of the Teacher Education Program.
2. Retain the recommendation of the EDRP.
3. Receive positive feedback and satisfactory performance ratings or grade from cooperating teachers and college instructors for field and clinical placements.
4. Adhere to all College, State, and PreK-12 school and district expectations, procedures, and policies.

Education Degree without Certification/Licensure

The College offers an option to students who have not met the WVDE specified licensing criteria to apply to graduate with a Bachelor of Arts in Education degree without certification and licensure. Students requesting this option must have been fully admitted as a teacher education candidate and satisfactorily completed all courses, attained the required GPA, passed the Praxis® CASE and completed all other requirements up to the Praxis® Content Knowledge Test for Teachers (CKT Specialty Area) Tests or Praxis® Performance Assessment of Teachers (PPAT), as applicable. The CKT and PPAT must have been taken by the students seeking to graduate without certification and license a minimum of two times.

Provisional Admission as Teacher Education Candidate

If a student is deficient in any of the Level 2 Teacher Education Candidate 1-8 requirements, the student may apply to the EDRP for a one semester, nonrenewable, Provisional Admission. Generally, Provisional Admission is appropriate if the student has a reasonable chance to remediate the deficiency within the one semester period. The EDRP can make specific recommendations for remediation as a condition of Provisional Admission. Provisional Admission is also appropriate for transfer students who may not have taken one of the required classes. It may also provide additional time and support for individuals from under-represented groups in teaching (i.e. minorities, international students, English language learners, students with disabilities, and so forth) to meet the standards for entry into the program.

Status for students who are unable to meet the admission requirements during the provisional semester is changed to “Denied Admission”. Students may reapply for admission as a Teacher Education Program Candidate upon successful completion of all Level 2 Teacher Education Candidate criteria. Students reapplying for admission beyond the provisional semester will need to meet the Teacher Education Candidate requirements that are applicable at the time of reapplication

Associate Degree 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 WebAdvisor. Included on WebAdvisor 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 WebAdvisor. If textbooks are not listed on WebAdvisor 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.

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. At the start of the first semester, students are assigned an advisor through the Registrar's Office. Students may change their advisor and/or major by submitting the Form 26 (Declaration of Academic Program) to the Office of the Registrar. 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 Learning Center

The Naylor Learning Center'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 Learning Center offers three distinct programs: the Academic Support Program, the Supported Learning Program, and Disability Services (504 Accommodations). Contact the Naylor Learning 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.

Academic Support Program Services

The Academic Support Program, which is located in the Naylor Learning 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*: Tutoring is provided via, drop-in, one-to-one, and embedded formats. The Naylor Learning Center works to supply tutoring in all subjects for which students request it. All Naylor Learning Center tutors meet specific eligibility requirements. A tutoring schedule is updated regularly on the Davis & Elkins College Web site and sent weekly via student campus email. When appropriate and available, online tutoring is provided to students enrolled in distance education courses. To request these services, contact the Coordinator for Academic Support via phone or email.
- Study Groups*: Study groups are coordinated and supported by the Naylor Learning 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 & 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 Learning Center provides reasonable accommodations in the academic setting for students with disabilities (504 accommodations) who are not enrolled in the Supported Learning Program.

Disabilities must be documented by clear psycho-educational evaluation or appropriate medical 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 they have 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
Halliehurst

Office of Career Services & 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 & Student Employment at Davis & Elkins College offers career coaching 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 & Student Employment include administering the Strong Interest Inventory, two 1-credit classes, 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. A list of internship locations is available upon request.

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 and computer room. The library also features a community room that is available for group meetings, and a student lounge.

Information Services

The Information Services staff provides support for campus instructional technology and administrative systems. 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 one-stop-shop for all online tools, is available to all faculty, staff, and students. This website contains links to help you access email, check class schedules, view your financial accounts and more!
- Ellucian GO is D&E's mobile app that connects you to your D&E data. Available for Android and iOS, the Ellucian GO app connects you to your campus, your data – all from your mobile device!
- 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 anti-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 cross curriculum assistance with all aspects or stages of the writing process. Writing Center support is coordinated through the Naylor Learning Center and includes, but is not limited to, assisting with essays, lab reports, research papers, article reviews, job and grad school applications, résumés, and senior projects.

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.

President's List

The President's List is published at the end of the fall and spring semesters and each 16-week rotation for the RN-BSN Degree Completion Program 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 4.0 on a 4.0 scale.

Dean's List

The Dean's List is published at the end of the fall and spring semesters and each 16-week rotation for the RN-BSN Degree Completion Program 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 greater than or equal to 3.6 and less than 4.0 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 honors Dr. Gloria M. Paynes, who has served on the faculty of Davis & Elkins College for more than 70 years. The McDonnell/Payne Chair helps ensure that the Division of Business & Entrepreneurship has the resources it needs to continue serving students with the creativity, vitality, and personalized attention that have been hallmarks of Dr. Payne’s remarkable career.

The Thomas Richard Ross Chair in History and the Humanities

The Thomas Richard Ross Chair honors one of Davis & Elkins College’s most distinguished professors. Dr. Thomas Richard Ross held many positions at Davis & Elkins College – professor and chair of the Department of History and Political Science, dean of faculty, College historian, and after retirement, trustee adviser. The Ross Chair helps ensure that Dr. Ross’s legacy of scholarship and challenging mentorship lives on among professors in history and the humanities.

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. Although there have been many changes in academic programs since Dr. Talbot’s day, his commitment to academic excellence and mentoring the whole person lives on in today’s faculty as well. The Talbot Chair provides vital resources for thriving programs in biology, chemistry, physics, environmental science, and nursing.

The Claire Deiss Fiorentino Chair in Theatre

The Claire Deiss Fiorentino Chair in Theatre honors a professor who was recognized throughout West Virginia for the quality of her theatrical productions and pageants. Professor Fiorentino, who taught at Davis & Elkins College from 1944 until her retirement in 1974, was also active with the Mountain State Forest Festival, directing a pageant in honor of President Franklin D. Roosevelt’s visit to the Festival in 1936 and remaining active for many years as the director of the Festival’s children’s pageant and other community productions. The chair provides a permanently endowed professorship in theatre arts as well as an endowed theatre enrichment fund. It is funded by Professor Fiorentino’s son, Anthony E. “Tony” Fiorentino.

The Joyce Butler McKee Allen Chair in Education

The Joyce Butler McKee Allen Chair in Education, a \$1 million endowed chair, provides a professorship, as well as professional development opportunities, to enhance D&E's teacher education program. A gift from Joyce Allen's four children, the Chair was announced during the College's 2015 Commencement ceremonies. The Allen Chair will not only lend distinction to D&E's program but also ensure the curriculum addresses a wide range of learning needs and challenges in West Virginia's classrooms. Throughout her education and career, Allen made the observation that a student's positive learning experience begins with the teacher. To that end, she wants to ensure that the Chair provides education majors with a curriculum that will focus on diagnosis and remediation of myriad learning challenges. Allen has served D&E with distinction as a member of the academic affairs, development, and student affairs committees of the D&E Board of Trustees.

A. Jean Minnick Chair in Sport Science

The A. Jean Minnick Chair in Sport Science was announced during the annual Founders' Day convocation in September 2017. The \$1 million gift provides support and vital resources for the Department of Sport Science. The Chair honors the stellar teaching and coaching career of Dr. A Jean Minnick, a resident of Elkins who served as professor of physical education and chair of the Department of Health, Sport, and Movement Sciences at Davis & Elkins College from 1963 to 1998, retiring as professor emerita. Well respected in Division I athletics, Minnick coached field hockey at D&E for 17 years leading her teams to national prominence. She has received several accolades for her coaching and teaching achievements. Dr. Mary Ann DeLuca is the inaugural holder of the Minnick Chair.

G.T. 'Buck' Smith Presidential Chair

The G.T. 'Buck' Smith Presidential Chair was established in 2013 by members of the Board of Trustees in honor of the College's 13th president in appreciation for his years of service from 2008 to 2013. In addition to supporting the president's salary, the endowment provides discretionary funds for the president to underwrite initiatives that add to the distinctive quality of Davis & Elkins College. Under President Smith's leadership, D&E increased its full-time enrollment by more than 50 percent, paid off all of its external debt, and completed more than \$10 million in campus improvements. His six-step game plan, announced on his first day as president, was to reduce expenses, recruit students, retain students, raise funds, renew programs, and reach for new opportunities. His student-centered initiatives, including the highlands Scholarship, have received widespread attention, including national press coverage. Dr. Michael Mihalyo was the first holder of the Smith Chair.

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 magazine,
- 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.

Creative Arts

At Davis & Elkins College, the creative arts complement the liberal arts. Through the Division of Creative 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-McNeeley 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. Davis & Elkins College Athletics is committed to developing excellence in student-athletes, coaches and staff through education, engagement, character and competition.

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, indoor track & field, outdoor track & field, golf, lacrosse, tennis, soccer, and swimming. Women field teams in acrobatics & tumbling, basketball, cross country, indoor track & field, outdoor track & field, golf, lacrosse, softball, soccer, swimming, tennis, triathlon, and volleyball. The College holds membership for both men’s and women’s programs in the Great Midwest Athletic Conference and the National Collegiate Athletic Association (NCAA) Division II. Please note that acrobatics & tumbling is sponsored through the National Acrobatics & Tumbling Association (NCATA).

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 may be 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. Davis & Elkins College is authorized under Federal Law to enroll nonimmigrant alien students.

Student Assembly

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 Assembly Organizations

Accounting Club

The Accounting Club is a club to help students to learn more about the accounting profession. It includes opportunities for students to get in touch with the industry as well as providing career opportunities. Accounting Club contains vital components to help students jump-start their interests and help them on the road to becoming a great accountant.

Alpha Sigma Phi

Alpha Sigma Phi is a fraternal organization offering educational and social opportunities to all brothers. Alpha Sigma Phi is a proud supporter of multiple charity organizations and looks to provide services both on and off campus.

Appalachian Music and Dance

The Appalachian Music & Dance Club of Davis & Elkins (AMAD) works to serve two primary goals. First, AMAD seeks to create a link between students and the programs of the Augusta Heritage Center. Secondly, AMAD works to create

opportunities for students to explore traditional music, dance, arts, crafts, and folkways. In recent years, AMAD has worked to bring music from various traditions to The Icehouse for concerts, hosted various artists and craftspeople, and worked to increase student participation in local square dances.

Art Club

The Art Club promotes art across the campus for both art majors and non-majors. We bring in visiting artists, create art, and learn about new art forms. It is our goal to highlight the importance of the arts.

Aurora

The Aurora Journal is the creative publication of Davis & Elkins College; managed, edited, and created by students. Published yearly, the journal showcases poetry, fiction, non-fiction, paintings, sculptures, photographs, and much more created by students, faculty, and alumni of Davis & Elkins College.

Baptist Campus Ministries

Baptist Campus Ministries (BCM) is a college led Christian organization that brings students together. We host weekly meeting with student led sessions, guest speakers, or the occasional game night. We try to strengthen student's relationships with God by asking questions and having discussions about various topics within the Bible.

Black Student Union

BSU is an active student-led group which sponsors social and cultural events, community outreach opportunities, and networking among minorities, students, staff, faculty of color and their allies.

Chi Beta Phi

Chi Beta Phi is an interdisciplinary scientific honorary for undergraduates founded in 1916. An affiliate society of The American Association for the Advancement of Science (AAAS) since 1935, the object of this organization is to promote interest in science and to give recognition to scholarly attainment in science. The Zeta Chapter was found at Davis & Elkins College in 1925.

Criminology Association

The Criminology Association prepares members for a future career in the field of Criminology by uniting students and community for volunteer projects, networking, and group collaboration.

Debate Club

The Calliduz Debate Club is an organization that was started only a few years ago but has found great success on campus and as a representative of campus at other universities. We invite other schools to do public debates on our campus that are open to the general public as well as going to other universities to compete in tournaments and public debates. We have moved from a club debating amongst ourselves on campus to competing for top places at prestigious universities and their tournaments. We try to invite a national team to our campus once a year, such the British or Rwandans for a debate that has been known to draw quite the crowd.

Delta Alpha Pi

Delta Alpha Pi is an academic honor society on campus that serves to recognize high-achieving students with learning disabilities. The purpose of the organization is to education and change negative perceptions regarding learning disabilities.

DESNA

DESNA is a student lead organization. Each month during the academic year, DESNA participates in a community service project. The focus is on health, but we do a variety of things. Events include passing out ear plugs at the Fireman's Parade during Forest Festival, BP checks at the Rotary blood drive, passing out stress balls at community events, hosting two blood drives a year, providing Christmas presents to families, and many more. Annually DESNA awards the Michael Webb Scholarship to a second year nursing student from proceeds received from our annual 5K.

Fellowship of Christian Athletes

The Fellowship of Christian Athletes Club is a student run organization intended to spread the word of Jesus Christ on the campus of Davis & Elkins College. All are welcome!

GreenWorks!

GreenWorks! Club is a group of the future - minded students inspired to make positive changes to the campus and community through environmental projects that include electric recycling, community gardening, and solar panel installations. The goal is to learn new skills by planning an active role in sustainable practices.

Hospitality Management Club

The Hospitality Management Club provides a medium through Hospitality and Recreation Management activities to promote training and educational opportunities through fundraising and community events. The club is a foster to social spirit and outstanding service throughout the organization.

International Student Organization (ISO)

International Student Organization (ISO) is a student run, on campus organization that strives to ensure that students, of all nationalities, get the most out of their time at Davis & Elkins College. Every Wednesday afternoon, ISO hosts 'The Perfect Blend', in Liberal Arts Hall at which there are snacks, coffee, and tea from different countries. We also host other on campus events throughout the semester for all students to participate in including country quizzes, parties, and trips during the holidays.

Investment Club

The focus of the Investment Club is to provide a platform where interested students can get together to share investment ideas. The purpose of the club is to provide its members with an opportunity to practice and use the tools which they have obtained during their course of study, giving them real world experience.

Kappa Delta Pi

Kappa Delta Pi, or KDP, is the International Honor Society in Education. It is intended only for education students, who are invited to join once they meet certain requirements. We provide workshops for education students to help with Professional Development in the teaching profession.

National Society of Leadership and Success (NSLS)

The National Society of Leadership and Success (NSLS) is an organization that helps people discover and achieve their goals. The Society offers life-changing lectures from the nation's leading presenters and communities where like-minded, success-oriented individuals come together and help one another succeed. The Society also serves as a powerful force of good in the greater community by encouraging and organizing action to better the world.

Outdoor Adventure Club

Providing adventure and exploring all the beauty that West Virginia has to offer. Think hiking, biking, rafting, skiing and more.

Paintball Club

Paintball Club is about getting out of the normal sleep, eat, and study cycle we all tend to fall into. Every week, students can come play paintball on our course on campus for free. We have all the gear that is necessary at the paintball course behind the soccer field. To make sure every game is fun and safe all the primary paintball club members are trained in paintball safety. We also host a Humans V. Zombies each semester where we take over campus with Nerf guns.

Phi Omega Mu

We are a driven group of educated women developing lifelong friendship through community service. Our diverse sisterhood strives to promote educational and personal growth along with bettering our surrounding communities.

POLIS

Polis means "political community" which is what we try to create on campus. We are not affiliated with in any political party; however, we are a base where productive discussion about politics can take place.

Psychology Club

The Psychology Club focuses on strengthening the relationships among Psychology majors and those interested in human behavior. This club engages in prevention and advocacy activities to bring awareness to concerns that impact the campus and local community. Social events are held such as: movie nights, coffee breaks, and holiday celebrations.

Robotics Club

To inspire students to pursue science, technology, engineering and math careers, engaging them in different projects that will build their problem solving, organizational, and team work skills.

Rotary International

Mission: To provide an opportunity to engage with the community through service projects working with the local Rotary chapter. Rotaract meets twice a month to exchange ideas, plan activities and projects, and socialize.

Senator Entertainment

Senator Entertainment seeks to enrich the educational experience of students at Davis & Elkins College through the support of the overall mission of Davis & Elkins College. This is achieved by offering a wide range of co-curricular experiences for students, faculty, and staff. Senator Entertainment also seeks to provide leadership and engagement opportunities for students in the planning, proposal, promotion, and presentation of activities designed to serve the cultural, educational, and social interests of the college community.

Student Athlete Advisory Committee (SAAC)

The Student Athlete Advisory Committee (SAAC) represents student-athlete interests in Division II affairs. Representatives are responsible for gathering feedback and reporting on behalf of their team to the school's athletic department. The committee also speaks on behalf of the D&E student-athlete body to the NCAA Division II.

Student Education Association (SEA)

Student Education Association (SEA) is a club for education students who want to get a head start in the education field. This club offers an opportunity for students to get to know the professors, older education students, and people in the community who are related to education. We participate in many events in partnership with local schools and show our thanks for the help of local teachers.

The Senator

Senator Media is a club on campus that publishes the school newspaper three to four times a semester, publishes the free student yearbook/magazine, and holds annual poetry and photography contests. The club organizes and works on events that promote skills that could be used in a media-based position. Senator Media is great for anyone who is interested in writing, editing, photography, design, or graphics.

Sigma Phi Epsilon

Dedicated to building well-balanced men, Sigma Phi Epsilon lives up to its motto, "this fraternity will be different." We are the largest fraternity nationally, and our alumni have become leaders in their respected fields including author Dr. Seuss, actor John Goodman, and former West Virginia Governor Cecil Underwood.

STITCH

STITCH Improv is a club that supports and promotes performing arts. We particularly endorse the art of improvisation. All activities, meetings, and events somehow relate to these forms of art that we believe to be vital to a vibrant and active community on campus.

Student Veterans Association (SVA)

The SVA is an organization ran by student veterans and their dependents in hopes that the presence and legacy of all veterans will become more commonplace in their local community. We hope to further give back to our community by becoming involved through volunteering at local events, educating the public of the perspective of veterans, and supporting other veterans and their pursuits.

Zeta Kappa Xi

Zeta Kappa Xi strives for excellence through philanthropies. As a group, we are guided by pillars of empowerment, leadership, diversity, and passion to promote greatness in leadership and service by creating relationships for young women to enhance everlasting bonds through sisterhood.

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 Life Policy Manual 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 Life Policy Manual](#) 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 second 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.

Office of Public Safety

Davis & Elkins College is fortunate to be located in a community that has very low crime rates; however, our Office of Public 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 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 180-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 College is accredited by the **Higher Learning Commission** of the North Central Association of Colleges and Schools (HLC). The associate degree nursing program is accredited by the **Accreditation Commission for Education in Nursing**. The program is also accredited by the **West Virginia Board of Examiners for Registered Professional Nurses**. The RN-BSN Degree Completion Program has been granted “candidacy” status from the **NLN Commission for Nursing Education** and is pursuing accreditation. The theater program at Davis & Elkins College is an accredited, institutional member of the **National Association of Schools of Theatre** (NAST). Davis & Elkins College has received specialized accreditation for its business programs through the **International Assembly for Collegiate Business Education** (IACBE). Davis & Elkins College holds full approval from the West Virginia Board of Education (WVBE) as an Education Preparation Provider (EPP). Additionally, the College’s Educator Program was accepted as a candidate for national accreditation by the **Council on Accreditation of Educator Preparation** (CAEP).

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 National Council for State Authorization Reciprocity Agreements, the West Virginia Higher Education Policy Commission, and West Virginia Independent Colleges and Universities.

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 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, and Office of Institutional Advancement, including Alumni Relations and Church Relations 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 ATI TEAS exam results.
- 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 ATI TEAS 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 has submitted the enrollment deposit. 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. "Issued to Student", unofficial transcripts are not used for transfer evaluation.
11. 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

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.

Articulation Agreements

Eastern West Virginia Community and Technical College

Davis & Elkins College (D&E) agrees to articulate Eastern West Virginia Community and Technical College's (EWVC&TC) Associate Degree programs leading to D&E Bachelor Degrees listed herewith:

- Associate in Applied Science-Accounting > Bachelor of Science – Accounting
- Associate in Applied Science-Business Management > Bachelor of Science – Management
- Associate of Arts Degree-English > Bachelor of Arts Degree – English
- Associate of Arts Degree-History > Bachelor of Arts Degree – History

Under this articulation agreement, admission to D&E's BS and BA programs is restricted to those who have successfully completed the EWVC&TC associate degree program in the respective bachelor degree program being pursued at D&E.

Under this articulation agreement:

- A maximum of 62 credits will transfer
- Only grades of C or better will transfer as credits
- In order to graduate from D&E, students must successfully complete 124 credits not including foundation, fundamental and developmental courses
- In order to graduate from D&E, students must successfully complete all D&E requirements pertaining to transfer students.

Dabney S. Lancaster Community College

Davis & Elkins College (D&E) agrees to articulate Dabney S. Lancaster Community College (DSLCC) Associate Degree programs leading to D&E Bachelor Degrees listed herewith as approved 2+2 programs:

- Associate in Applied Science-Business Management>Bachelor of Science-Management
- Associate in Applied Science in Administration of Justice>Bachelor of Arts in Criminology
- Associate in Arts and Science Degree-General Education>Bachelor of Arts Degree in English

Under this articulation agreement, admission to D&E's BS and BA programs is restricted to those who have successfully completed the DSLCC associate degree program in the respective bachelor degree program being pursued at D&E.

Under this articulation agreement:

- DSLCC students will adhere to the D&E admission process (No Application Charge)
- DSLCC students will be eligible for D&E financial aid programs
- A maximum of 62 credits will transfer
- Only grades of C or better will transfer as credits
- In order to graduate from D&E, students must successfully complete 124 credits not including foundation, fundamental and developmental courses
- In order to graduate from D&E, students must successfully complete all D&E requirements pertaining to transfer students
- D&E has provided four year plans for the three programs covered in this Agreement
 - Adherence to these recommendations better assures DSLCC students can expedite meeting all D&E graduation requirements
 - Additional D&E academic programs, not meeting the 2+2 threshold, are available to DSLCC students
 - DSLCC students can explore all D&E programs at: www.dewv.edu

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 the students' third or fourth semester (40-55 hours), immediately after having met the requirements listed below. Transfer and returning students apply as soon as they are eligible.

The filing of an application by prospective educators declaring themselves as candidates to complete an approved educator preparation program and the Education Department's formal acceptance of students as candidates for teaching licensure relies on satisfying admission criteria. The criteria for admission includes the following requirements:

1. Minimum of 2.5 cumulative individual grade point average (GPA) and a member of a cohort with a minimum 3.0 GPA average. The 3.0 GPA cohort grade point average is calculated using a 4-point scale that includes all core subject coursework in the calculation (electives not required for general education or the major or minor are not included). Cohort ACT or SAT scores must be in the top 50 percent of the distribution from 2016-2017; the top 40 percent from 2018-2019; and top 33 percent by 2020.
2. Successful disposition screening assessment ratings.
3. Required performance as per the WV Licensure Testing Directory on the WVDE website on the Praxis® Core Academic Skills for Educators (CASE) in Reading, Writing, and Mathematics (or meet the WV Department of Education exemption waiver requirements for composite scores from a single administration of the ACT or the SAT).
4. Grade of C or better in ENGL 101A, EDUC 120, and COMM 107A (or approved equivalent) to meet pre-professional WVDE competency requirements for grammar, usage, and mechanics skills; speaking, listening; technology and communication.
5. Grade of C or better in all required Professional Education and Content Specialization courses taken to that point;
6. Recommendations for admission from the (1) EDUC 100/100L and EDUC 120 instructor(s), (2) ENGL 101A instructor, (3) COMM 107A instructor, and (4) academic advisor;
7. Pre-admission paperwork, including biographical information, declaration of major and minor, audit report; and other documents as specified, completed and submitted to the certification analyst by the due date;
8. Evidence of successful field experience placements (LiveText entries and course grades);
9. Clear background check via fingerprints and proof of negative TB screening; and
10. Recommendation of Education Department Review Panel (EDRP).

If a student is deficient in any of the above 1-8 requirements, the student may apply to the EDRP for a one semester, nonrenewable, Provisional Admission. Generally, Provisional Admission is appropriate if the student has a reasonable chance to remediate the deficiency within the one semester period. The EDRP can make specific recommendations for remediation as a condition of Provisional Admission. Provisional Admission is also appropriate for transfer students who may not have taken one of the required classes. It may also provide additional time and support for individuals from under-represented groups in teaching (i.e. minorities, international students, English language learners, students with disabilities, and so forth) to meet the standards for entry into the program.

Admission to the Associate Degree Nursing Program

Admission to the associate degree 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.

Associate Degree 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. 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 [Assessment Technologies Institute, Inc.® \(ATI\) Test of Essential Academic Skills \(TEAS\)](#) with a minimum Composite score of 64 percent. Students may only take the exam two times per year. Both attempts must be completed prior to August 1st.
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 2 academic years at D&E with completion of all requirements prior to August 1st, 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 [Assessment Technologies Institute, Inc. ® \(ATI\) Test of Essential Academic Skills \(TEAS\)](#) with a minimum Composite score of 64 percent. Students may only take the exam two times per year. Both attempts must be completed prior to August 1st; 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 2 academic years at D&E with completion of all requirements prior to August 1st, 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 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 [Assessment Technologies Institute, Inc. ® \(ATI\) Test of Essential Academic Skills \(TEAS\)](#) with a minimum Composite score of 64 percent. Students may only take the exam two times per year. Both attempts must be completed prior to August 1st; and
6. Transfer students who have failed a nursing course at another institution will be allowed only one failure in the program.
7. 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 2 academic years at D&E with completion of all requirements prior to August 1st, the student will not be considered for admission to the nursing program

Provisional Admission to the Associate Degree Nursing Program

Students who have a cumulative GPA of 2.95-2.99 and meet all other admission requirements may appeal for provisional admission into the nursing program. Students must request provisional admission into the nursing program in writing to the Chair of the Division of Nursing before August 1st and provide a justification for the request.

If admitted provisionally the student must:

- maintain a cumulative GPA of at least 2.5;
- a grade of B or better in all required nursing courses;
- a grade of “C” or better in all other required courses as a Prerequisite for progression; and
- meet with an advisor regularly to discuss progress

The student’s status will be reviewed at the conclusion of the following semester. If the student has met these requirements, he or she will be fully admitted to the program. If the student has not met these requirements, he or she will be dismissed from the program.

All students who have not met the requirements for admission into the Nursing program or who decide to leave the Nursing program will be required to meet with an advisor or Chair of the Division of Nursing.

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; Introduction 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
- Electives; 3 semester hours
- Total: 24 semester hours

Readmission after Experiencing an Interruption from Regular Progression

Students who withdraw or take a Leave of Absence 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
- Enrollment in FND 160; Nursing School Success Strategies; 2 semester hours

Students who are admitted to the nursing program must complete the degree within four (4) academic years from the time of initial admission to the program.

Admission to the RN-BSN Completion Program

Prospective students will be identified, and qualified applicants will be solicited. Qualified registered nurses who are associate degree and diploma graduates will be accepted to D&E's RN-BSN program contingent upon review of their academic record and space availability. Each applicant must possess an unrestricted license to practice as a registered nurse and a minimum cumulative GPA of 2.5 on a 4-point scale from a regionally accredited institution with a nationally accredited nursing program.

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 Associate Degree Nursing Program

Students who withdraw from the college or take a Leave of Absence 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.

Readmission to the RN-BSN Degree Completion Program

Students who withdraw from the program at any point must apply online, 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. Evidence of current unrestricted license to practice nursing; and
3. Employment verification form.
4. Approval of the Coordinator of the RN-BSN Degree Completion Program

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 Goodwin-Corbitt

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	\$28,800
Room and Board	\$9,250
Comprehensive Student Fee	\$590
Room Reservation Fee	\$200
(campus residents only)	
Total	\$38,840

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 Comprehensive Fee covers most of the cost for the student newspaper and yearbook, admission to athletic events, and many of the social and cultural activities, as well as a range of student and technology services on campus.

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 \$600 per credit hour in addition to the semester charge. 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).

Semester Cost, 2018 – 2019 Academic Year

Credit Hours

Up to 11.5	\$1200 per credit hour (applied to total hours)
12.0 - 18	\$14,400 (base rate)
Above 18	\$14,400 (base rate) plus \$600 per credit hour above 18

Room and Board (per semester)

Room (Double Occupancy) and Board	\$4,625
Room (Single Occupancy) and Board	\$6,575
2019 Summer School Room and Board	weekly, by arrangement

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.

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 Fee

\$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.

Diploma Replacement Fee

\$25 per diploma plus shipping

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 \$600 per credit hour. It is subject to the private music instruction fee.

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 - \$5,400 per year

Tier 2 - \$2,800 per year

Expenses for RN-BSN Degree Completion Program

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 student in the Online RN-BSN Degree Completion Program is \$400 per credit hour (excluding practicum hours and credits granted for continuing education).

Circumstances may necessitate, and the College reserves the right to change the tuition, fees, or other charges without notice.

Financial Guidelines for RN-BSN Online Degree Completion Program

- Invoices will be mailed and available on Ellucian approximately one month before each scheduled term. Charges in excess of financial aid, if any, must be paid in full on or before the first day of classes for each term.
- Students with unpaid balances after the final drop date for the term will have their term schedule dropped.
- Term grade reports, transcripts of grades, and diplomas will be withheld until all outstanding financial obligations to the College have been satisfied.
- Refunds in full are offered until the drop/add date for each term. Students wishing to withdraw after the drop/add date will be charged an early withdrawal fee and may be subject to proration of financial aid.
- Credit balance refunds due to financial aid will be disbursed as soon as possible after aid is posted to student accounts and in accordance with all applicable Federal guidelines.

Associate Degree Program of Nursing Fees

1. Students may be required to purchase special equipment for selected courses.
2. Students are required to pay for department-required assessment tests.
3. Students will be assessed a nursing lab/testing fee. The fee will be based on the cost of the included items. This fee must be paid to the Business Office by August 15th for fall semester and by January 15th for spring semester. Failure to pay the lab fees by the designated date will result in a \$50 late fee. If not paid by the designated date, the student will not be allowed to begin classes.
4. The following is a list of items needed during the course of the two-year program.

Nursing Program Fees (approximated)		
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	DocuCare ® Nursing Central Clinical Resource Nurse Kit (Black bag) Testing/Lab Fee Syllabi Membership to National Student Nurses' Association (NSNA)	DocuCare ® Nursing Central Clinical Resource Testing/Lab Fee Syllabi Membership to National Student Nurses' Association (NSNA)

When ordering student nurse uniforms please purchase the following:

- 2 full sets of nursing uniforms with College logo
- 1 lab coat with College logo
- 1 pair of white leather nurse's shoes or athletic/walking shoes with closed heel and toe. No canvas
- Watch with a second hand
- Stethoscope
- Bandage scissors
- 2 nursing name pins
- Pen light

Last Semester Expenses Approximate Cost of \$400-\$500

Nursing School Pin
Passport Picture
State Licensure Application Fee
NCLEX-RN Exam
CBI/Fingerprinting
Cap and Gown
Review Course (HURST, Kaplan, STAT)-optional

Revised: 8/18

Program of Education Fees

There are additional fees and expenses encountered by students enrolled in a program of education. An approximation of these expenses is listed below.

Additional Fees and Expenses Incurred by Students Enrolled in the Education Program			
		Fees paid to external providers (ETS, WVDE, Morpho Trust) are subject to change	
ETS - Praxis		Fees are charged for each time an exam is taken.	
	Praxis Practice Exam		\$60.00

Praxis I, Core Academic Skills for Educators (Core)				
		Core Academic Skills for Educators: Combined Test (5751)	\$150.00	
		Core Academic Skills for Educators: Reading (5712)	\$90.00	
		Core Academic Skills for Educators: Writing (5722)	\$90.00	
		Core Academic Skills for Educators: Mathematics (5732)	\$90.00	
Praxis II, Content Test				
		Art PK-Adult (5134)	\$120.00	
		Biology, 9-Adult (5235)	\$120.00	
		Business Education Comprehensive, 5-Adult (5101)	\$120.00	
		Chemistry, 9-Adult (5245)	\$120.00	
		Early Education, PK-K (5531)	\$120.00	
		Preschool Special Needs, PK-K (5691)	\$120.00	
		Elementary Education, K-6 (5001)	\$170.00	
		Mathematics Subtest (5003)	\$60.00	
		Reading Language Arts Subtest (5002)	\$60.00	
		Science Subtest (5005)	\$60.00	
		Social Studies Subtest (5004)	\$60.00	
		Teaching Reading: Elementary Education (5203)	\$139.00	
		English, 5-Adult (5038)	\$120.00	
		English, 5-9 (5047)	\$146.00	
		General Science, 5-Adult (5435)	\$120.00	
		General Science, 5-9 (5440)	\$120.00	
		Health Education, PK-Adult (5551)	\$120.00	
		Mathematics, 5-Adult (5161)	\$120.00	
		Mathematics, 5-9 (5169)	\$120.00	
		Physical Education, PK-Adult (5091)	\$120.00	
		Social Studies, 5-Adult (5081)	\$120.00	
		Social Studies, 5-9 (5089)	\$146.00	
		Theatre, PreK-Adult (No Praxis Required)	N/A	
Praxis Performance Assessment of Teachers			\$300.00	
West Virginia Department of Education				
	Clinical Experience Permit Application Processing Fee		\$35.00	
	Initial Teacher Certification Application Processing Fee		\$35.00	
LiveText, Inc.				
	Five Year Membership code		\$139.00	
MorphoTrust USA				
	WV State and Federal Background Check (prior to observation)		\$47.25	
	WV State and Federal Background Check (prior to applying for Clinical Experience Permit)		\$47.25	
	WV State and Federal Background Check (prior to applying for Initial Teacher Certification)		\$47.25	
D&E Health Services				
	TB Test (prior to observations)		\$5.00	
D&E Course Fees for Observation Hours				
	EDUC	100L	Lab for The School in American Society	\$10.00
	EDUC	100	The School in American Society	No Fee

EDUC	120	Education Technology	\$10.00
EDUC	200	Curriculum and Planning	\$12.00
EDUC	203	Family Centered Practices	\$12.00
EDUC	209	Educational Psychology	\$12.00
EDUC	210	The Exceptional Child	\$12.00
EDUC	212	Inclusive and Collaborative Methods	\$12.00
EDUC	221A	Integrating Children's Literature to Support Literacy Development	\$12.00
EDUC	271	Diversity in American Schools	\$12.00
EDUC	290	Practicum	\$40-\$240.00
EDUC	304	Observation, Recording and Assessment	\$15.00
EDUC	305	Advanced Technology Applications	No Fee
EDUC	310A	Teaching Integrated Early Childhood Curriculum	\$15.00
EDUC	312	Teaching Social Studies to Children (K-6)	\$15.00
EDUC	313	Teaching Social Studies to Secondary Students (5-Adult)	\$15.00
EDUC	316	Teaching Mathematics to Children (K-6)	\$15.00
EDUC	317	Teaching Mathematics to Secondary Students (5-Adult)	\$15.00
EDUC	318	Teaching English to Secondary Students (5-Adult)	\$15.00
EDUC	319A	Teaching Science To Children (K-6)	\$15.00
EDUC	319B	Teaching Science To Secondary Students (5-Adult)	\$15.00
EDUC	322A	Foundations of Literacy and Language	\$15.00
EDUC	332A	Reading for Teachers in Intermediate Grades	\$15.00
EDUC	333B	Reading Assessment, Instruction	\$15.00
EDUC	333L	Reading Clinic Lab	\$30.00
EDUC	334A	Reading and Writing in the Content Areas	\$15.00
EDUC	335A	Adolescent Literature	\$15.00
EDUC	380A	Intervention Strategies	\$15.00
EDUC	399	Independent Study	No Fee
EDUC	465	Curriculum, Instruction and Methods (K-6)	\$60.00
EDUC	467	Methods and Materials (5-Adult)	\$60.00
EDUC	490B	Clinical Experience PreK-K	No Fee
EDUC	491B	Clinical Experience Grades K-6	No Fee
EDUC	492B	Clinical Experience 5-9	No Fee
EDUC	493B	Clinical Experience 5-Adult	No Fee
EDUC	493C	Clinical Experience PreK-Adult	No Fee
EDUC	494A	Teacher Education Seminar/Capstone	No Fee

Transcripts

Transcripts of a student's academic record are available upon request by the student for a fee of \$10.00 per transcript. Requests are to be made online at <http://www.dewy.edu/academics/de-education/office-registrar/transcript-request>. 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 20, 2018 for the Fall semester and January 14, 2019 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 online payments and monthly payment plan enrollments through ACI/Official Payments. Please contact the Student Accounts Coordinator or visit the Student Accounts page on the College website for further information.

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.

Students who withdraw from Davis & Elkins College on or after the first day of a semester, but before an academic term's midpoint (as defined in the College Catalog), will have all tuition and room & board charges pro-rated; this is based on the percentage of the academic term that student has completed as of his/her official withdrawal date (e.g. a student who has completed 5% of the term will be refunded 95% of his/her tuition and room & board charges).

Mandatory fees, advance deposits, auto registration fees, and class charges (such as lab fees) are nonrefundable.

Federally funded grants and loans will be adjusted according to applicable Title IV regulations. Davis & Elkins College grants-in-aid will be adjusted in step with the tuition, room & board pro-ration policy.

No refunds of tuition or room & board will occur after term's mid-point (referenced above). Federal Title IV aid may still be adjusted according to applicable regulations based on withdrawal date; these adjustments may create a student account balance for which the departing student is personally liable.

Students who are suspended, expelled, or administratively withdrawn by the College for any reason are not entitled to any refunds.

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 91% of our students receive scholarships and/or some type of financial assistance. The average financial aid package is well over \$30,000 from all sources. The purpose of the College's financial planning program is to help students and their parents identify all the sources of assistance and funding for which they are eligible. Types of financial assistance vary according to the source of funding, whether it is federal, state, institutional, or private agency.

Eligibility is determined by a review of the student's application materials and other information, including test scores, grade point average, class rank, evidence of service and leadership potential, performance auditions, and athletic promise. Scholarships awarded by the College are competitive. They are designed to recognize and reward student success. Thus not all students should expect to receive scholarship awards. Generally, the types of financial aid available include:

Scholarships Awarded by the College

Scholarships awarded by the College may range from several hundred dollars to as much as \$20,000 per year and are renewable for up to four years and as much as \$80,000. 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. Changes in campus residency status may impact scholarship amount awarded. Students must be taking a full-time course load in order to be eligible for all institutional scholarships. All institutional scholarships are non-tuition-specific.

Merit Scholarships are available to freshmen, non-traditional, transfer, and readmitted students. The award amount is determined by the student's grades, scores, campus residency status, 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 students that have graduated 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 students that complete high school at a foreign institution. Students in a cost-share program or with full sponsorship may not eligible for the International Scholarship.

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

Alumni Legacy Scholarships are available to students whose parent, grandparent, step-parent, or step-grandparent graduated from D&E.

HSTA Scholarships are available to students that completed the Health Sciences and Technology Academy. Students must provide documentation of successful program completion.

D&E Yellow Ribbon Grants are available to eligible student veterans and dependents to fund their tuition and mandatory fees after the application of Chapter 33 benefits. Yellow Ribbon program eligible students are not eligible for Merit/Highlands/International Scholarships.

Athletic Scholarships are awarded based on the recommendation of the Department of Athletics and require participation in inter-collegiate athletics.

Performing Arts Scholarships are awarded 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. & Florence & James E. Allen Jr. Memorial Scholarship

Alpha Sigma Phi Scholarship

Dr. & Mrs. J. Howard Anderson Scholarship

Myron S. & Ethel M. Anderson Scholarship

William E. Baker Memorial Scholarship

Jo Ann Post Barlow Scholarship Fund

Burlin Barnes Scholarship

R. Gordon & Winifred "Betty" Barrick Scholarship
 Pamela K. Berry Memorial Scholarship
 Duddy Bertolini Scholarship
 Matilda A. Bohme Scholarship
 Boles, Smith-Phillips Athletic Scholarship
 Frank H. Bolton Memorial Scholarship
 RuthAnn Brooks Memorial Scholarship
 William H. Burky Memorial Scholarship
 James S. & Sylvia Butkofski Scholarship
 Mr. & Mrs. Wilson S. Campbell Memorial Scholarship
 Carnahan-Jackson Scholarship
 Robert T. Carney Memorial 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
 Louis Croes Jr. Scholarship
 Claude King Davis Memorial Scholarship
 Daywood Foundation Scholarship
 Robert Paul Doria Scholarship
 Robert E. Douglas Jr. Scholarship
 Kenneth R. "Bill" Dye Scholarship
 R.D. Earle Family Scholarship
 Enslow Park Presbyterian Church Nursing Scholarship
 Keith E. Evans Scholarship
 Sue B. Everett Scholarship
 William M. Ferry Scholarship
 Oda Ella Fink Scholarship for Religious Studies
 The First Presbyterian Church of White Sulphur Springs Memorial Scholarship
 Bernard L. & Kathryne L. Flynn Scholarship Fund
 Fox Chapel Presbyterian Church Scholarship
 Laury Gauvreau Memorial Scholarship
 Mary Margaret Woodford Goddin Scholarship
 Alex Goldberg Scholarship
 James Weston & Adah Harshbarger Green Memorial Scholarship
 Grady Ferguson Guye Memorial Scholarship
 Anne E. Haislip Endowed Scholarship
 Eleanor S. Hall Scholarship
 Halperin Family Scholarship for the Performing Arts
 Bryan & Irene Hamilton Scholarship Fund
 James W. Hancock III Memorial Scholarship
 Frances Rogers Hansford Memorial Scholarship
 Rowland C. Hansford Memorial Scholarship
 Sally Ray Harold Memorial Scholarship
 W.O. Harrington Scholarship
 Julia Hartman Nursing Scholarship
 James P. & Lena Heltzel Scholarship
 Gordon & Mary A. Hermanson Scholarship
 Mabel Herring Memorial Scholarship
 Ralph C. Hess Memorial Scholarship
 Lycurgus Perry "Skip" Hill Jr. Family Scholarship
 Hinkle-Phipps Scholarship Fund
 Edward N. Hinzman II Memorial Scholarship
 J. Keith Hiser Memorial Scholarship
 Sam R. Hoover Scholarship
 JC & Kelly Howard-Sudbrink Scholarship for Nursing Excellence
 Mac and Jenny C. Howard-Sudbrink Scholarship
 Dorrie K. Hubbard Scholarship
 Samuel H. & Frances W. Hubbard Scholarship

Richard J. & Helen S. Hunt Memorial Scholarship Fund
 Hylton Family Scholarship
 Lacy C. & Nita P. Irons Scholarship
 Tatiana Jardeztzky Scholarship for Foreign Languages and Cultures
 Carol Judy Scholarship Fund
 Albert S.T. Kim Scholarship
 George A. Kinley Memorial Scholarship
 Nelson S. Knaggs Scholarship
 Frank B. & 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 Scholarship
 Dr. Thomas J. "Jack" & Helen Louise Martin Scholarship
 Erin McAvoy Memorial Scholarship
 Ruth Ann McLaughlin Scholarship for the Creative & Performing Arts
 William T. McLaughlin II Scholarship in Business
 John O. McNeely Memorial Scholarship
 L.E. & Beatrice F. McWhorter Scholarship
 Frank Mele Scholarship Fund
 Michael P. Mihalyo Jr. Scholarship
 Olive Shannon Miller Memorial Scholarship
 John W. Moore Scholarship
 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-WV Emulation Award
 Charlotte W. Newcombe Scholarship
 John H. & Margaret S. Nichols Science Scholarship
 Gary North Scholarship Fund
 Eleanor B. Norton Scholarship
 John Carlton Nydegger Memorial Scholarship
 Pauline O'Kernick Nursing Scholarship
 William H. Peifer Memorial Scholarship
 John P. Petrali Memorial Scholarship
 Robert A. Pfrangle Scholarship
 Lindsey J. and Gloria C. 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
 J. Alfred and Maxine Poe Scholarship
 Elmer S. & Teresa Sloan Powers Memorial Scholarship
 Dr. R.B. Purdum Memorial Scholarship
 Florence C. Quinby Scholarship
 Kathryn Dunbar Ramsdell Scholarship Fund
 Reader's Digest Scholarship
 The Robert C. and Carolyn C. Respass Scholarship
 William S. Robbins Memorial Scholarship
 William S. Robbins and Deborah Madden Scholarship Fund
 George C. Rodgers Memorial Scholarship
 James Rodish Scholarship

The Rosenberger Family Scholarship
 The Senator Mike Ross Scholarship Fund
 Henry A. Rutherford Scholarship
 Joan Rutherford Scholarship Endowment
 Worth Gordon/Mary Leona Hoff Bennett & Marjorie Leona Bennett Rutherford Scholarship
 Sabel Family Scholarship
 Mrs. W. Roy Shaw Memorial Scholarship
 Coach Will Shaw Cross-Country Scholarship
 Mary Frances & Ralph Shepler Scholarship
 James N. and Donna P. Shields Scholarship
 Stirrup Family Scholarship
 Algernon Sydney Sullivan Foundation Scholarship
 Ernest Edmund Tabscott Scholarship
 John and Barbara Taggart Scholarship
 Tau Kappa Epsilon Scholarship
 Louisa D. Taylor Scholarship
 Sidney Tedford Scholarship
 Katherine S. Thomas Memorial Scholarship
 L. Newton Thomas Sr. Memorial Scholarship
 J. Ferguson Thompson Memorial Scholarship
 Margaret A. & Odin S. Thulander Memorial Scholarship
 Timms Family Performing Arts Scholarship
 W. Ferree Trout Memorial Scholarship
 Peter and Margaret Ullman Scholarship
 Sam & Agnes Veitch Scholarship
 Lena Vidone Memorial Scholarship
 Vienna Presbyterian Church Scholarship
 Charles R. "Chappie" Wagner Memorial Scholarship
 Ward Family Scholarship
 Raymond Clive Watson Scholarship
 Michael Scott Webb Memorial Nursing Scholarship
 James R. Welshonce Scholarship
 West Virginia Society of Washington, D.C. Book Scholarship Fund
 Wheeling United Presbyterian Church Memorial Scholarship
 The Alana Wilfong Minear Endowed Scholarship (in memory of Larry W. Minear, Gail R. Ours and Dewey L. Wilfong)
 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 Memorial 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:

Nettie Blubaugh Memorial Scholarship
 Daywood Foundation Scholarship
 Fern Keim Memorial Scholarship
 Alexander B. Osborn Memorial Scholarship
 Charles H. Potter II Scholarship
 The Presbyterian Scholarship Prichard School Scholarship
 Sigma Phi Epsilon Balanced Man Scholarship
 Algernon Sydney Sullivan Foundation Scholarship
 Synod of the Trinity, Presbyterian Church (U.S.A.) Scholarship
 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 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

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 October 1. The determination of eligibility for financial assistance is accomplished through a process referred to as need analysis. The information provided on the FAFSA is evaluated in accordance with federal and institutional guidelines and formulas. Since eligibility is determined by a variety of factors, there are no fixed income cut-offs for most aid programs. A determination of ineligibility for federal aid does not necessarily exclude the student from other forms of assistance. Several types of institutional aid and other non- need based programs may be available. Within about two weeks of submitting the FAFSA online, the Student Aid Report (SAR) will be emailed to the student. The student should review the report carefully for errors; if any are found, the student must make corrections to the FAFSA online and then immediately notify the Davis & Elkins Financial Planning Office.

Early application may increase chances of receiving assistance. However, the FAFSA cannot be submitted prior to October 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 student will be provided an award letter detailing their aid package. 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, cost of attendance, campus residency status and school or college citizenship record.

In addition to the college-related programs, many states have state-sponsored scholarship and loan programs for qualified students. Students applying for assistance should familiarize themselves with these programs prior to making application for assistance from Davis & Elkins.

Renewal of Financial Aid and Scholarships

To be eligible for renewal of need based financial aid awards, the student must demonstrate satisfactory academic progress as outlined in the College catalog. Students should also file a FAFSA each year no later than May 1st. To be eligible for renewal of scholarship funds the student must meet stated 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 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 (or their equivalent) 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 last day of classes of a student's subsequent term of enrollment for which they wish to regain aid eligibility. 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 once again 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 Direct Stafford Loans (other than PLUS loans)

- Subsidized Direct Stafford Loans
- Direct PLUS Loans
- Federal Pell Grants for which a Return of funds is required
- Federal Supplemental Opportunity Grants for which a Return of funds is required
- Federal Teach Grants for which a Return is required
- Iraq Afghanistan Service Grant

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) 637-1271.

Appeals Process for Financial Exceptions

Appeals of the application of institutional financial policies by parents or students who feel that individual circumstances may warrant exceptions from the published policy must be addressed in writing to:

Director of Financial Planning

Davis & Elkins College

100 Campus Drive

Elkins, WV 26241-3996

The Register

The Board of Trustees

Elected Members (Term expires in June of the year in parenthesis)

Joyce B. Allen, Coalton, WV (2019)
Mark S. Barber, Weston, CT (2019), *Vice Chair*
James Bialek, Elkins, WV (2019), *Treasurer*
Elaine H. Christ, Hydes, MD (2021)
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Robert E. Douglas, Charleston, WV (2021)
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James S. McDonnell, III, St. Louis, MO (2021)
David H. Morrison, McLean, VA (2021), *Secretary*
June B. Myles, Redding, CT (2019)
William W. Nuttall, Chattanooga, TN (2020), *Chair*
Barbara A. Porter, Alexandria, VA (2021)
Chris A. Wood, Elkins, WV, President of the College

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Joseph M. Wells, III, Newell, WV

Officers of the College

Chris A. Wood, President of the College. B.A., West Virginia Wesleyan College; M.Div., Garrett Evangelical Theological Seminary, Northwestern University

Robert J. Phillips, Vice President for Academic Affairs. B.A., North Central College; Ph.D., Northern Illinois University

Robert O. Hardman, II, Vice President for Business & Administration. B.A., Glenville State College; Additional course work at College Business Management Institute and West Virginia School of Banking

Rosemary M. Thomas, Vice President for Enrollment Management & Institutional Advancement. B.A., Clemson University; MPA, University of South Carolina; Ed.D., West Virginia University

Scott D. Goddard, Vice President for Student Affairs. B.A., Davis & Elkins College; M.A., West Virginia University

Faculty Emeriti

Thomas T. Chadwick, B.A., M.A., Ph.D., Professor of Political Science, Emeritus

R. Carol Cochran, B.S., M.S.N., D.N.Sc., Professor of Nursing, Emerita

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

Robert R. McCutcheon, B.A., M.Phil., Ph.D., Professor of English, Emeritus

A. Jean Minnick, B.S., M.S., Ph.D., Professor of Physical Education, Emerita

Peter T. Okun, A.S., B.A., M.A., Ph.D., Professor of English, Emeritus

Gloria M Payne, B.A., M.A., Ph.D., James S. McDonnell Foundation Professor of Business and Economics, Emerita

Edward Rhudy, B.S., M.S., Ph.D., Professor of Recreation Management & Tourism, Emeritus

Dorothy F. Roberts, B.A., LL.B., Ph.D., Professor of Political Science, Emerita

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

Jane C. Woods, B.A., M.A., Ph.D., Professor of History, Emerita

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

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; Vice President for Academic Affairs, 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 E. 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

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

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

Oma V. Morgan (2002), Professor of Chemistry; Chair, Chemistry Department; B.A., M.A., Ph.D., City University of New York

Denice L. Reese (2003), Professor of Nursing, B.A.N., B.S.N., M.S.N., D.N.P., Frances Payne Bolton School of Nursing, Case Western Reserve University

Threasia L. Witt (2010), Professor of Nursing, Chair, Nursing Division, Director, Nursing Department; B.S.N., Alderson-Broadus College; M.S.N., West Virginia University; Ed.D., Nova Southeastern University

Carol A. Carter (2011), Professor of Business; Chair, Business & Entrepreneurship Division; B.Sc., M.Sc., Ph.D., Louisiana State University

Michelle L. Mabry (2012), Professor of Biology; Chair, Biology & Environmental Science Department; B.S., Virginia Tech; M.A., College of William and Mary, VA; Ph.D., Washington State University

Associate Professors

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. Abruzzino (2003), Associate Professor of Nursing, B. S. N., Alderson-Broadus College; M.S.N., Marshall University

Melissa A. McCoy (2004), Associate Professor of Nursing; A.S.N., B.S.N., Bluefield State College; M.S.N., Radford University

Karen J. Seel (2007), Associate Professor of Nursing, B.S.N., Bob Jones University; M.S.N., Liberty University

Michael A. Doig (2010), Associate Professor of Art; B.A., West Virginia University, M.F.A., State University of New York at Buffalo

Jennifer E. Tesar (2010), Associate Professor of Education; B.A., Kent State University; M.A., Ph.D., Ohio University; additional study: Ohio University

Katherine Dunagan Osborne (2011), Associate Professor of English; B.A., Hanover College; M.A., Ph.D., University of Kentucky

Bryan L. Wagoner (2012), Associate 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

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

Jennifer S. Riggleman (2008), Assistant Professor of Physical Education; B.S., M.S., West Virginia University; Ph.D., Marshall 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; C.P.A. State of West Virginia

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

Floyd L. Wiseman (2012), Assistant Professor of Chemistry; B.S., University of Tennessee at Martin; Ph.D., Louisiana State University

Lisa D. Daniels-Smith (2014), Assistant Professor of Accounting; B.S., C.P.A., Fairmont State University; M.Acc., Stetson University

Sarah B. Garrison (2014), Assistant Professor of Psychology; B.A., West Virginia University; M.S., Ph.D., University of Southern Mississippi

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

Donna R. 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

Valerie L. Posey (2015), Assistant Professor of Nursing; A.S., Davis & Elkins College; B.S.N., Fairmont State University; M.S.N., West Virginia Wesleyan College

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

Michael T. Curtis (2016), Assistant Professor of Criminology; B.A., West Liberty State College; J.D., Duquesne University School of Law

Eric G. Castater (2017), Assistant Professor of Political Science; B.A., Central Connecticut State University; M.A., University of Tennessee; M.B.A., Webster University, Austria; Ph.D., University of Tennessee

Bridget R. Esterhuizen (2017), Assistant Professor of Theatre; B.A., Saint Norbert College; M.F.A., University of Idaho

Richard L. Gage (2017), Assistant Professor & Director of Outdoor Recreation Management; B.S., Paul Smith's College; M.S., University of Florida; Ph.D., Penn State University

Elise Kollmann (2017), Assistant Professor of Education; B.A., Wheaton College; M.Ed, University of Virginia; Ed.S., The George Washington University; Ed.D., The George Washington University

Chelsey R. Patterson (2017), Assistant Professor of English; B.A., Texas A&M University; M.A., Texas A&M University; Ph.D., University of Texas

James H. Smith (2017), Assistant Professor of History; B.S., Cornell University; M.S., Columbia University; M.A., West Virginia University; Ph.D., West Virginia University

Hillary S. Wehe (2017), Assistant Professor of Psychology; B.S., St. Ambrose University; M.S., Colorado State University; Ph.D., Colorado State University

Kevin M. Woodcock (2017), Assistant Professor of Art; B.F.A., West Virginia University; M.F.A., Louisiana State University

Instructors

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

Jeremy M. Christensen (2018), Instructor of Communication; B.S., Black Hills State University; M.A. and additional study: University of South Dakota

Lonnie L. Martin (2018), Instructor of Theatre & Film; B.A., Davis & Elkins College; M.F.A., American University

Administration

Office of the President

Chris A. Wood, B.A., M.Div., President of the College

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

Benfield-Vick Chaplain

Rev. Laura Brekke, B.A., M. Div.

Institutional Advancement

Rosemary M. Thomas, B.A., M.P.A., Ed.D., Vice President for Enrollment Management and Institutional Advancement

Adwina J. “Wendy” Morgan, A.S., Director of Alumni Engagement and Support

Karen L. Wilmoth, B.S., M.B.A., Director of Development

Annette M. “Tina” Vial, Assistant Director for Institutional Advancement: Foundation & Church Relations

Cathy Nosel, B.S., M.A., Senior Director of Institutional Advancement

Nicholas Toothman, B.S., Campaign Coordinator

Rebecca S. Weese, B.S., Administrative Assistant to Enrollment Management & Institutional Advancement

Academic Affairs

Robert J. Phillips, B.A., Ph.D., Vice President for Academic Affairs

Donna M. McCauley, Administrative Assistant to the Vice President for Academic Affairs

Augusta Heritage Center

Elizabeth “Beth” Ruppensburg King, B.F.A., A.B.J., Director

Brittany Hicks, M.A. Program Coordinator

Becky Hill, B.A., Events Coordinator

Career Services & Student Employment

Lisa T. Reed, B.S., Director

Information Services, Booth Library & Office Services

Nicki R. Hinkle, B.S., Database Administrator, Information Services

Alexandra Jefferds, B.S., M.S., Technology Support Specialist, Information Services

Amy Hoffman Mattingly, B.A., M.S., Coordinator, Information Services

Adam Stiles, Help Desk Coordinator, Information Services

Mary Jo DeJoice, B.S., M.L.S., Assistant Director, Booth Library

Derek Nuzum, B.S., Evening Coordinator, Booth Library

Jacqueline D. Schneider, B.A., M.L.S., Library Assistant, Booth Library

Tom Nosel, Mail Clerk, Office Services

Carolyn L. Sturdivant, Coordinator, Office Services

Myles Center for the Arts

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

The Naylor Learning Center

Mary Ellen Schubert, B.A., M.A., Director; Adjunct Professor of Sports Science
Derek L. Fincham, B.A., M.S., Coordinator of Academic Support; Adjunct Professor of Psychology & Sociology
Carol A. Talbot, B.A., M.S., Supported Learning Program Instructor & Coordinator of Disability Services
Olivia J. Hudok, B.A., Supported Learning Program Instructor & Coordinator of Autistic Spectrum Disorder Program
Joyce M. Nestor, B.S., Office Manager

Registrar’s Office

Stephanie E. Haynes, B.A., M.S., Ed.D., Registrar
Amelia C. Rossi, B.S., Associate Registrar; Veterans Liaison Officer; School Certifying Official
Glenda L. Brown, A.S., Office Assistant

TRIO Programs

Upward Bound Program

Carol Suder-Howes, B.A., M.A., Director
Katy Dillon, B.A., M.A., Assistant Director
Alison 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
James Baxter, B.A., Academic Advisor
Curtis Pauley, B.S., M.S., Academic Advisor
Danielle Clum, B.S., Academic Advisor
Kevin Jackson, B.A., Academic Advisor

Joint TRIO Staffs

Spencer Epply, B.A., B.S., Technical Assistant, Upward Bound and Veterans Upward Bound

Business Office

Robert O. Hardman, II, B.A., Vice President for Business and Administration
Greta J. Troastle, A.A., B.S., CPA, Controller/Director of Accounting
Jane Corey, B.A., M.B.A., Director of Human Resources
Alasdair J. Forsythe, B.S., Assistant Director of Accounting
Samantha B. Rader, Payroll Assistant
Melissa S. Reger, Accounts Payable Coordinator
Jena J. Roy, B.S., Accounts Receivable and Purchasing Coordinator
Joshua D. Stump, B.A., M.A.T., Student Accounts Coordinator

Stirrup Gallery

Mark E. Lanham, B.A., Special Collections Coordinator

Title IX/Section 504 Coordinators

Amy Kittle, B.A., M.S., Title IX Coordinator

Jane Corey, B.A., M.B.A., Deputy Title IX Coordinator

Scott Goddard, B.A., M.A., Deputy Title IX Coordinator

Amanda Larkin, B.S., M.S., Deputy Title IX Coordinator

Robert Phillips, B.A., Ph.D., Deputy Title IX Coordinator

Financial Planning

Matthew A. Summers, B.S., Director

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

Ashley R. Shaffer, B.S., Counselor

Enrollment Management

Rosemary M. Thomas, B.A., M.P.A., Ed.D., Vice President for Enrollment Management and Institutional Advancement

Matt K. Shiflett, B.A., M.S.S.E., Director of Admission

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

Adam C. Kota, B.A., M.A., Associate Director

Angela D. Corbitt, B.S., Admission Event Coordinator

Tyler W. Louk, B.A., Admission Counselor

Patrick McKay, B.A., Admission Counselor

Susan H. Plum, B.A., Admission Counselor

Faith K. Jones, M.A.T., Admission Counselor

Susan Jenkins, A.S., Administrative Assistant/Office Manager

Communications & Marketing

Linda Howell Skidmore, B.S., Writer and Media Relations Coordinator

Jessica D. Wilmoth, B.S., M.S., Online Communications Coordinator

Student Success

Angela F. Scott, Coordinator of Student Success

Athletics

Jamie R. Joss, B.S., M.S., Athletic Director, Instructor of Sport Science

Amanda R. Larkin, B.S., M.S., Senior Woman Administrator, Assistant Athletic Director for NCAA Compliance, Instructor of Sport Science

Benjamin Dishong, B.A., M.S., Asst. Athletic Director for External Relations

Dr. Jennifer Rigglesman, B.S., M.S., Ed.D., Instructor of Sport Science; Faculty Athletic Representative (FAR)

Dr. Mary Ann DeLuca, B.S., M.S., Ed.D., Special Advisor to Athletics; Chair of Sport Science

Brian Reyes, B.S., M.S., ATC-R, Asst. Athletic Director of Sports Medicine; Instructor of Sport Science

Eddie Erion, B.S., M.S., ATC-R, Asst. Athletic Trainer; Instructor of Sport Science

Carli Cressman, B.S., M.S., ATC-R, Asst. Athletic Trainer; Instructor of Sport Science

Olivia Krock, B.S., ATC-R, Asst. Athletic Trainer

Laurie K. Chestnut, A.S., Fitness Center Supervisor, Athletics & Sport Science Office Manager

Shelby Armstrong, B.S., Head Coach, Acrobatics & Tumbling
Nicholas Patella, B.S., M.B.A., Head Coach, Men's Basketball; Instructor of Sport Science
F. Jason Asbell, B.A., M.S., Head Coach, Women's Basketball
Mason D. Heyne, B.A., M.S., Head Coach, Baseball
Jason Pyles, B.A., M.S., Head Coach, Men's and Women's Cross Country/Men's and Women's Track
J.D. Lamm, B.S., Director of Golf; Head Coach, Men's & Women's Golf
Evan Merrill, B.A., Head Coach, Men's Lacrosse
Tommy Kelly, B.A., M.A., Head Coach, Women's Lacrosse
Matt Ellinger, B.A., Head Coach, Men's Soccer
Doris Sullivan, B.S., Head Coach, Women's Soccer
Jordan Olson, B.S., M.Ed., Head Coach, Softball; Instructor of Sport Science
Nikki Rose, B.A., M.B.A., Head Coach, Men's & Women's Swimming
Jay Evans, B.A., B.A., Head Coach, Men's & Women's Tennis
Kylie Carrington Heyne, B.A., M.S., Head Coach, Women's Volleyball; Instructor of Sport Science
Chris Hammer, B.A., M.S., Ph.D., Head Coach, Women's Triathlon; Instructor of Sport Science

Student Life

Scott D. Goddard, B.A., M.A., Vice President for Student Affairs/Dean of Students
Kate M. Garlick, B.A., M.S., Assistant Dean of Students
Audrey J. Burkett, B.A., M.A., Residence Director for Roxanna Booth Hall/Special Assistant to the Office of Student Life
Chelsey Toms, B.A., M.A., Residence Director for Darby Hall
Margaret E. Falletta, B.F.A., M.S., NCC, Licensed Professional Counselor, Director of Counseling and Wellness Services
Diana Burke-Ross, R.N., Campus Nurse
Lisa M. Senic, A.S., B.S., Coordinator of Parent Relations/ Administrative Assistant for the Office of Student Life
Lowe Del G. Aviles, B.S., Director of International Student Services
Breanna Hayes, Residence Director for Moyer Hall
Brian Hayes, B.A., Residence Director for Moyer Hall
Shirley Shiflet, B.A., Residence Director for Gribble Hall
Justin Shiflet, B.S., Residence Director for Gribble Hall
James "JD" Lamm, B.A., Residence Director for Presidential Center
Richard McGraw, B.S., General Manager, WCDE Radio: *Elkins AiR1*

Office of Public Safety

Michael Curtis, J.D., Director of Public Safety
Howard "Jake" Gooden, Assistant Director of Public Safety
Dale Jackson, Public Safety Officer
Christa Lothes, Public Safety Officer
Kent Winn, Public Safety Officer
Emerson Thompson, Public Safety Officer
Michael Jordan, Judicial Affairs Officer

Dining Services

Charles Scott Marshall, B.S., Director of Dining Services
Melanie Campbell, B.S., C.E.C., Executive Chef & General Manager/Hospitality Management Program
 Coordinator/Assistant Professor of Hospitality Management
Tonya Triplett, Administrative Assistant
Adeline Paugh, Cashier
Pat Nestor, Cashier
Alexis Arbogast, Cashier
Christena Bennett, Dining Room Supervisor
Haylee Bennett, Server
Connie Sharp, Cook
Gary Coberly, Cook

Carlton Hinebaugh, Cook
Karl Mulac, Cook
William Cahoon, Cook
Marie Moessner, Salad Prep.
Brittany Demer, Cadillac Daddy Café Server
Joe Deville, Dishwasher
James Zirkle, Dishwasher
Yuanjie Du, Dishwasher
Ian Kelley, Dishwasher
Robert Arbogast, Dishwasher
Hope Watson, Dishwasher
Conner Giacobe, Server
Jeremy Samples, Chef
Velma Ragsdale, Catering Coordinator

Graceland Inn/Byrd Conference Center

Melanie Campbell, B.S., C.E.C., Hospitality and Tourism Management Program Coordinator/Assistant Professor of Hospitality and Tourism Management; Executive Chef
Hazel Lansberry, Housekeeper
Barbara Arbogast, Housekeeper
Chelsea Channell, Front Desk Clerk
Joe Tavolacci, Front Desk Clerk
Danny Rutter, Sous Chef

National Management Resources

Physical Plant

Wade Bramer, Director of Facility Management
Catina “Tina” Mullenex, Facilities Work Force Coordinator

Maintenance & Grounds

Jeremy Dodrill	Charles Moats
Juan Guerra	Tom Rennix
Kurt Hopwood	Don Shiflett
Steve House	Rocky Simmons
Brandon Jackson	Shannon Lloyd

Housekeeping

Mary Arbogast , Supervisor	Fay Nesbitt
Barbara Arbogast	Kathy Pniewski
Rita Haney	Maren Rulison
Tracy Herron	Brandy Shiflett
Melody Jones	Crystal Smith
Hazel Landsberry	Kim Teter
Michael Layfield	Becky Wegman
	Belinda Wiseman
	Peggy Wyatt