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The College Catalog
Volume MMXXV
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Davis and Elkins College does not discriminate on the basis of race, sex, color, national or ethnic origin, creed, ancestry, marital/family status, veteran status, sexual orientation, gender, gender identity, gender expression, pregnancy, religion, age, disability or blindness, or any other characteristic protected by local, state or federal law , to include Title VI, Title VII, Title IX, Section 504, and the Age Discrimination Act, in the administration of its admission policies, scholarship and loan programs, educational programs, employment, athletic programs, co-curricular activities, or other College administered programs. D&E's nondiscrimination polices may be accessed at https://www.dewv.edu/title-ix/. For inquiries about the application of these laws in D&E's programs activities or to file a report, contact the Title IX Coordinator at 100 Campus Drive, Elkins, WV detitleix@dewv.edu, or 304-621-1316.

Amy Kittle
Title IX/Section 504 Coordinator
Liberal Arts Hall 209
Cell: 304-621-1316 | **kittleamy@dewv.edu**

Kate Garlick
Deputy Title IX Coordinator
Dean of Students
Liberal Arts Hall, 1st Floor
(304) 637-1241 | **garlickk@dewv.edu**

Jane Corey
(ending September 30, 2025)
Deputy Title IX Coordinator
Director of Human Resources
Liberal Arts Hall, Room 203
(304) 637-1344 | **coreym@dewv.edu**

Mike Mattison
Deputy Title IX Coordinator
Provost, Vice President for Academic Affairs
Liberal Arts Hall, Room 106
(304) 637-1292 | **mattisonm@dewv.edu**

Erin Quint
(beginning October 1, 2025)
Deputy Title IX Coordinator
Associate Director of Human Resources
Liberal Arts Hall, Room 203
(304) 637-1344 | **quinte@dewv.edu**

Nicole Rose
Deputy Title IX Coordinator
Head Men's and Women's Swim Coach
Senior Woman Administrator
Myles Center for the Arts
(304) 637-1202 | **rosen@dewv.edu**

The Mission of Davis & Elkins College

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

The D&E Vision Statement

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

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

The D&E Values Statement

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

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

The D&E Identity Statement

A private college of liberal arts and professional studies, Davis & Elkins values curiosity and thoughtfulness while fostering social, emotional, spiritual, and physical well-being. Toward those ends, the College provides a friendly and supportive environment for curious, engaged, and freethinking students of diverse backgrounds. We emphasize "hands-on," experiential learning through internships, practica, service projects, field research, 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 2025 - 2026. 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

2025 – 2026

Fall Semester 2025

August	7	Thursday	Adjunct Workshop **7:00 p.m.**
	11	Monday	New Faculty Workshop **(9:00 a.m.)**
	12	Tuesday	Opening Session and Faculty Workshop
	13	Wednesday	Faculty Workshop
	15	Friday	New Student Check-in and Orientation (**Matriculation Convocation**)
	16	Saturday	Returning Students Arrive
	18	Monday	Classes Begin **(8:00 a.m.)** (on campus)
	22	Friday	Last Day to DROP/ADD
September	1	Monday	Labor Day (Classes in session)
	15	Monday	Faculty Development Travel Grant Deadline
	17	Wednesday	Constitution Day (observed)
	19	Friday	D&E Day of Service
October	1	Wednesday	Mid-Term/ Mid-Term Grades Due **(1:00 p.m.)**
	2-3	Thursday-Friday	Fall Break / Forest Festival **(No Classes)**
	8	Wednesday	A-Term Final Grades due **(1:00 p.m.)**
	9	Thursday	B-Term Classes Begin
	10	Friday	DROP/ADD for B-Term Classes
	16	Thursday	Countdown to Commencement **(11:00 a.m. – 1:00 p.m.)**
November	4	Tuesday	Registration & Assessment Day for Spring Semester (2026) **(No Classes 8:00-4:00, Evening courses will run as scheduled)**
	5	Wednesday	Last Day to Withdraw from Class with a "W" (2025FA)
	13	Thursday	Capstone Day
	21	Friday	Classes End **(10:00 p.m.)**
	24-28	Monday-Friday	Thanksgiving Break **(No Classes)**
December	1	Monday	Classes Resume **(8:00 a.m.)**
	5	Friday	Last Day of Classes
	8-11	Monday-Thursday	Final Examinations
	12	Friday	Residence Halls Close **(12:00 p.m.)**
	12	Friday	Semester Grades Due (**3:00 p.m.**)

Spring Semester 2026

January	11	Sunday	Residence Halls Open for Students **(10:00 a.m.)**
	12	Monday	**Classes begin 8:00 a.m.**
	16	Friday	Last Day to DROP/ADD
	19	Monday	Martin Luther King, Jr. Day – **(Classes in Session)**
February	16	Monday	Faculty Development Travel Grant Deadline
	16	Monday	President's Day **(Classes in Session)**
March	2-6	Monday-Friday	Spring Break **(No Classes)**
	9	Monday	Classes Resume **(8:00 a.m.)**
	10	Tuesday	Mid-Term/A-Term Final Grades & Mid-Term Grades Due **(1:00 p.m.)**
	11	Wednesday	B-Term Classes Begin for MWF Classes
	12	Thursday	B-Term Classes Begin for TR Classes
	13	Friday	DROP/ADD for B-Term Classes
	16	Monday	Faculty Development Innovation Grant Deadline
	17	Tuesday	Countdown to Commencement (**11:00 a.m.– 1:00 p.m.**)
	18	Wednesday	Countdown to Commencement (**2:30 p.m. – 4:30 p.m.**)
	24	Tuesday	Registration & Assessment Day for Fall Semester (2026) **(No Classes 8:00-4:00, Evening courses will run as scheduled)**
April	1	Wednesday	Last Day to Withdraw from Class with a "W"
	2	Thursday	Classes End **(10:00 p.m.)**
	3-6	Friday – Monday	Easter Break **(No Classes)**
	7	Tuesday	Classes Resume **(8:00 a.m.)**
	21	Tuesday	Academic Awards and Recognition Convocation
	23	Thursday	Senior Capstone Presentations **(No Classes)**
May	1	Friday	Last Day of Classes/ Last Day for Graduation Clearance
	4	Monday	Grades Due for Graduation Candidates **(1:00 p.m.)**
	4-7	Monday-Thursday	Final Examinations
	8	Friday	Residence Halls close for non-graduates **(12:00 p.m.)**
	8-9	Friday-Saturday	Commencement Weekend
	10	Sunday	Residence Halls close for graduates **(12:00 p.m.)**
	11	Monday	Semester Grades Due **(1:00 p.m.)**
	12	Tuesday	Faculty Workshop and Closing Event

RN-BSN Schedule

Term	Module 1 Begins	Last Day to Drop/Add	Module 1 Ends	Module 2 Begins	Last Day to Withdraw (W)	Module 2 Ends
RN-BSN 2025NF	Aug 18	Aug 25	Oct 10	Oct 13	Nov 24	Dec 5
RN-BSN 2026NW	Jan 5	Jan 12	Feb 27	Mar 2	Apr 13	Apr 24
RN-BSN 2026NS	Apr 27	May 4	Jun 19	Jun 22	Aug 3	Aug 14

Summer School 2026

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 18	May 19	June 5	May 25	June 12	June 15
A- Alternative	June 1	June 2	June 19		June 26	June 29
B	June 15	June 16	July 3		July 10	July 13
B-Alternative	June 29	June 30	July 17		July 24	July 27
C	May 18	May 19	July 17	May 25	July 31	August 3
C-Alternate	June 1	June 2	July 17		July 24	July 27

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
Communication
Criminology (including Cybersecurity)
Digital Media
Education
Educational Studies
Elementary Education
English
History
Hospitality and Tourism Management
Interdisciplinary Studies
Mathematics Education
Political Science
Psychology and Human Services
Religious Studies and Philosophy (including Religious Education)
Special Education
Theatre (including Theatre Education)

Bachelor of Science in:

Accounting
Biology (including Pre-Medical, Pre-Veterinary, and Neuroscience)
Business Analytics
Chemistry (including Pre-Medical)
Community and Corporate Health
Economics
Environmental Science
Exercise Science
Finance
Management
Marketing
Mathematics
Nursing (BS and RN-BSN)
Outdoor Recreation Management
Physical Education
Sport Management
Sustainable Resource Management
Sustainability Studies

Associate Programs

Accounting (AS)
Business (AS)
Criminal Justice (AA)
Education (AS)
Forest Technology (AS)
Hospitality and Tourism Management (AA)
Interdisciplinary Studies (AA)
Nursing (AS)

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

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

Minors

Accounting
Art
Athletic Training
Business
Child & Family Studies
Computer Science
Cybersecurity
Economics
Early Childhood Education
Environmental Science
Faith and Public Policy
Finance
Foundation of Education
Health
Hospitality and Tourism Management
Pre-Law
Mathematics
Music
Nonprofit Management
Philosophy
Political Science
Religious Studies
Special Education
Sustainability Studies
Writing for New Media
AI Literacy
Pre-Art Therapy
Biology
Chemistry
Communication
Criminology
Digital Media
Education
English - Literature
Exercise Science
Film Production
Forest Resource Management
Geospatial Analysis
History
Instructional Technology
Marketing
Pre-Ministry
Natural Resources Management
Parks and Recreation Management
Physics
Psychology and Human Services
Spanish
Special Education with Autism
Theatre

Certificate Programs

Business Spatial Analyst
Crime Analyst
Geospatial Analyst
Geopolitical Analyst
Psychology Spatial Analyst

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:

- College 101 (*GES 101 or approved equivalent*) 3 hours

Skill-based Courses:

- College Writing I (ENGL 101A) Grade of C or better required. 3 hours
- College Writing II (ENGL 102A) Grade of C or better required 3 hours
  (or ENGL 202B or approved equivalent)
- Communication – one COMM 100 level course or COMM 221 3 hours
  (or approved equivalent)

Perspective-based Courses:

Humanities

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

Math and Science

- Math 3 hours
(Choose 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), Dance (DANC), Music (MUSC), Theatre (THFM), 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: except CRIM 265C or 266C), 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, THFM 220 or any 100 level DANC course. (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 ***39 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:

- College 101 (*GES 101 or approved equivalent*) 3 hours

Skill-based Courses:

- College Writing I (ENGL 101A) Grade of C or better required. 3 hours
- Communication – one COMM 100 level course or COMM 221 3 hours
  (or approved equivalent)

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, THFM 220, or any 100-level DANC course. (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's 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's 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 24 of the final 30 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 grade point average within the major.
   - All Chemistry degrees require a grade of C (2.0 quality points) or better in all Chemistry courses.
   - All Education degrees leading to licensure (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.
   - All on-campus Nursing degrees require a 2.5 cumulative grade point average. A grade of B or higher is required in all nursing courses.
   - 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. A grade of C or higher is required in all nursing courses.
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 grade point average within the major.
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.

III. Requirements for Non-Degree Certificates

Davis & Elkins College awards non-degree certificates consisting of 21-25 hours of coursework. A non-degree certificate is a specialized program designed for students seeking a specific body of knowledge for personal/career development. Requirements are:

1. A minimum "C" grade (2.0 quality points) must be earned in each course applied toward the certificate program.
2. All D&E coursework must be in graded courses. Transfer credits will only be accepted for 100-level courses**.**
3. Certificate coursework may also be applied in fulfillment of requirements for departmental majors and/or minors. Certificate coursework must be distinct- by a minimum of twelve semester hours- from the student's major or minor.

Interdisciplinary Studies Degrees

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.

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.

II. Requirements of a Bachelor's Degree in Interdisciplinary Studies

An Interdisciplinary Studies Bachelor's 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 and must include a capstone experience.

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.

III. Initiating a Bachelor's Degree in Interdisciplinary Studies

To initiate a Bachelor's Degree in Interdisciplinary Studies, a student must submit a formal proposal 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, and the major plan of study should include a reasonable distribution of 100-, 200-, and 300-level courses. 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.

IV. Requirements of an Associate's Degree in Interdisciplinary Studies

An Interdisciplinary Studies Associate's degree must meet all other requirements for an Associate's degree at Davis & Elkins College (i.e. general education requirements, the completion of 62 credit hours, etc...).

The program must include a minimum of 36 semester hours but may not exceed 48 semester hours. No more than 24 credits in a single program may be counted toward the fulfillment of the degree. The degree may be fulfilled by the completion of two minors, with enough elective credits to reach the minimum, or by a series of courses designed in coordination with the Coordinator of Interdisciplinary Studies. (Minors will not be listed on the transcript.) All interdisciplinary programs of study must be approved by the Curriculum Committee of Faculty Assembly.

V. Initiating an Associate's Degree in Interdisciplinary Studies

To initiate an Associate's Degree in Interdisciplinary Studies, a student must submit a formal proposal prior to the midterm of the second semester of the student's first 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 and include a rationale outlining the connection of the two chosen minors to the student's vocational/career goals **or** a rationale and curriculum map that outlines the connection of chosen courses to the student's vocational/career goals. The proposal, once completed, must be approved by the Curriculum Committee of Faculty Assembly.

When an interdisciplinary program of study has been approved based on the above requirements, it stands as the statement of requirements for the student's degree 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.

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-Osteopathic Medicine Program is a partnership between D&E and the West Virginia School of Osteopathic Medicine (WVSOM). The program provides opportunities to network with medical students and medical professionals, assists with shadowing opportunities, and fosters a knowledge of osteopathic medicine. Interested students should apply during the spring of their sophomore year. A GPA of at least 3.4 in science and math coursework must be maintained. Pending successful completion of all requirements, including a medical admission interview, students are guaranteed acceptance to WVSOM.

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 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.

D&E has an articulation agreement with the Marshall University School of Pharmacy. This provides preferred admission to at least two students who meet the admission standards (required courses, GPA, early decision application, supplemental application, interviews, and any necessary fees). Students will spend three years at D&E engaged in required courses, and if accepted, their first year in the Pharm.D. program at Marshall University will fulfill the remaining requirements for a B.S. in Biology, Pre-medical specialization. Students interested in this option need to notify the Registrar's Office immediately after acceptance into D&E as the course requirements are very specific and sequential. This agreement allows a student to complete both the B.S. BIOL and Pharm.D. degrees in seven years, rather than the eight normally needed.

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, Environmental Science, and Sustainability Program, Chemistry Program, or Sport Science Program at their earliest convenience after being admitted to Davis & Elkins College.

Pre-Law Program

Students interested in law school are advised to minor in Pre-Law. The Pre-Law minor provides a multidisciplinary approach to enhance the education of students who anticipate entering fields related to legal studies, policy making, criminal justice and politics. The required courses are designed to prepare students for the Law School Admission Test (LSAT) and success in law school. The minor is open to all majors across campus.

The Pre-Law minor aims to: 1) Increase student's critical thinking skills, 2) Increase student's understanding of law and its multiple functions, and 3) Develop student's oral and written communication skills.

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.

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 304-637-1989

2. **Veterans Upward Bound (VUB)** is an educational program for eligible military veterans. It is designed to prepare West Virginia veterans for success in postsecondary education. The program offers a wide various 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
   304-637-1322
   www.vubwv.org

Rize/LCMC Courses

In 2017, 19 independent colleges and universities united to create the Lower Cost Models for Independent Colleges (LCMC) Consortium. Rize is helping LCMC schools develop new shared majors, using curricula developed in collaboration with top academic experts. These courses offer expert instruction, are skills-focused, and career-ready. Rize/LCMC enhances the on-campus experience by offering shared courses online that complement the courses taken in-person at D&E.

Students sign up for Rize/LCMC courses as they would other D&E courses. The courses are offered online and may have different starting and/or ending dates from the regular D&E academic calendar. Class sizes are intentionally small, so early registration is important to reserve space in the classes. The fee is $500 per course.

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 120 semester hours of postsecondary education and 150 semester hours to be fully licensed.

Baccalaureate Program (B.S.)

The requirements for a major in **Accounting** consist of the Business and Entrepreneurship core (45 hours) (listed in the Business section) and 33 additional hours in Accounting courses including, ACCT 201, 213, 216, 218, 219, 220, 260, 315, 317, 330, and 415. A grade point average of 2.5 within the major is required.

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 115, 116; MGMT 201. A grade point average of 2.5 within the major is required.

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, 315.

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 disclose standards and data analytics. 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, and data analytics. 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, working paper techniques, and cyber security. Prerequisite: ACCT 260. Not offered every year.

330 Governmental and Nonprofit Accounting 3 semester hours
A study of fund accounting as used by governmental and nonprofit 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.

AI Literacy

In an era where artificial intelligence (AI) is reshaping industries and defining the next generation of technology, understanding AI's fundamental principles and applications has become both crucial and urgent for everyone. The influence of AI extends beyond technical fields, impacting business strategies, social science research, creative pursuits, and humanity's understanding of ethics and society. Students need to understand how to efficiently and responsibly leverage AI technologies in order to be more effective in their careers, regardless of their major.

Minor

The requirements for a minor in **AI Literacy** consist of 21 semester hours including AILT 101, 201, 220, 250, and ENGL 102A; and six semester hours chosen from ART 104, BAX 110, ENGL 204, COMM 321. The AI Literacy courses are offered through Rize/LCMC; see Other Educational Programs and Opportunities for more details.

AI Literacy (AILT)

101 AI for Everyone 3 semester hours
A non-technical AI crash course that builds foundational skills for solving problems creatively and ethically. Students learn how to distinguish which problems AI is useful for, master prompt engineering to improve outputs, detect AI-generated output, analyze ethics and privacy, and stay up-to-date on generative AI technologies.

201 AI for Decision Making 3 semester hours
A course about asking AI the right questions to increase productivity and innovation. Students will learn how to create better prompts, compare and contrast strengths and limitations, evaluate outcomes, and understand and leverage AI for decision-making across any discipline or career path. Prerequisite: AIL 101, ENGL 102A.

220 AI for Creativity and Design 3 semester hours
A course in which students learn about iterative prompting, search, and functional evaluation metrics that power creative uses of generative AI. By the end of this course, students integrate AI tools into a variety of creative skill sets and their own projects, building new avenues for creativity in various careers. Prerequisite: AIL 101, ENGL 102A.

250 AI Ethics 3 semester hours
A study of the substantial ethical risks AI poses to businesses, people, and anyone taking advantage of the technology. Topics include ethical theories and legal frameworks surrounding AI, including the ethical standards and legal requirements in AI deployment and issues with bias, privacy, and governance. Prerequisite: AIL 101, ENGL 102A.

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.

The Digital Media Major is a focus on graphic design, print design, interactive media, and 2D Animation. This program will provide hands-on courses that allow students to strengthen skills in, visual communication, branding, interactive digital environments, video and animation production, and 3D design through professional grade design programs and online tools. Students will gain experience in 2D design through digital art and illustration, logo and marketing design, typography, layout design, apparel design, editing and manipulation of photography, and print and online communication. Interactive multi-media skills will develop through web page design, digital gallery, and video game design and programming. Video and audio development skills incorporated include editing, color correction, sound mixing, text design and movement and podcast production.

Baccalaureate Programs (B.A.)

The requirements for the major in **Art** consist 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 Creative Art Department, regardless of the option they select.

The requirements for a major in **Digital Media** consist of 50 semester hours including ART 101, ART 102, ART 109, ART 111, ART 120, ART 104A, ART 201, ART 202A, ART 204B, ART 210, and ART 320. Students will select two of the following: ART 201, ART 235, ART 103A, THFM 263, THFM 160, MRKT 201, MRKT 325, or ENGL 324. Also required are the following Professional Practices courses: ART 450, ART 495, ART 498, and ART 399. Students majoring in Digital Media must complete a minor approved by the Creative Art Department. Suggested minors are Art, Film Production, Marketing, and Pre-Art Therapy.

Minor

A minor in **Art** may have an emphasis in either studio art or art history. The requirements for the minor in **Art** consist 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.

A minor in **Digital Media** consists of 18 semester hours including ART 104A, 120, 204B, 210, and 6 semesters hours chosen from ART 102, 111, 235, or THFM 263.

A minor in **Pre-Art Therapy** consists of 19 semester hours including ART 319, 396; PSYC 200, 324; ART 101 or 207A; ART 104A or 120; and one elective chosen from ART 105A, ART 125, ART 130, PSYC 103, or PSYC 412. (Art majors must choose one of the Psychology electives (PSYC 103 or PSYC 412) and Psychology majors must choose one of the Art electives (ART 105A, 125, or ART 130).)

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

120 Graphic Design 3 semester hours
This course focuses on the study of the visual communication discipline through applied design projects. Students will communicate ideas through typography, iconography, imagery, color, composition and layout to help create a visual identity for print and digital use for promotion of events, business needs, packaging and branding. Course will cover the basic principles, formative history, seminal projects and influential practitioners in the field of graphic design.

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

204B Digital Media II 3 semester hours
This course is an extension of Art 104A Digital Media, which will advance students' knowledge in digital design though a combination of projects that explore animation, 3D rendering, vector drawings, and user interface development. Each project is designed to work together to build a towards developing a website portfolio promoting the students designs. Prerequisite: ART 104A

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

210 Digital Illustration 3 semester hours
This course will explore the ability to formulate and express clear thoughts while creating an engaging story line through digital techniques. Students will experiment with a broad array of traditional materials and techniques, including pencils and collage, while learning basic digital illustration techniques though assignments involving Adobe Photoshop and Adobe Illustrator. During this course we will explore designing artwork for publishing, gaming, trading cards, and advertising. Not offered every year.

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

320 Graphic Design II 3 semester hours
This course integrates design principles and software, typography, digital illustration, digital imaging, page layout, and prepress techniques with emphasis on design process from visualization to production. Students will be designing fully integrated campaign consisting of major projects including several components across multiple media forms. Individual and collaborative work is expected including branding and packaging as well as prototyping for interactive media. Prerequisite: ART 120

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.

396 Pre-Art Therapy Internship 1 semester hour
A field internship in the human services industry in which the students will need to complete one credit hour on an internship (40 field hours) designed to give the students practical experience applying principles from this field.

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, Environmental Science, and Sustainability 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.

To serve the needs of students with differing career interests, two degree options are offered: (1) the Bachelor of Science in Biology major is intended for students whose career goals are more technical and may include post-baccalaureate study. Several specializations (described below) are offered to help students more closely meet the requirements of graduate or professional schools and (2) the Bachelor of Arts in Biology and Environmental Science major is designed for students pursuing careers as field and lab technicians in areas that need considerable knowledge of biological and environmental concepts.

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, pharmacy, and other health-related professions). Students should be aware that professional schools often have non course-related requirements for admission. D&E has articulation agreements with the Marshall University School of Pharmacy and the West Virginia School of Osteopathic Medicine. These are described under Pre-Professional programs. 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 **Neuroscience** specialization will understand the brain from a biological, cognitive, and clinical perspective. Students will select courses that can prepare them for graduate or professional schools, or employment in neuroscience-related fields. Students should be aware that professional schools often have non course-related requirements for admissions.

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 101A, 233; either BIOL 297 or ENVS 297; either BIOL 335 or ENVS 335; either BIOL 498 or ENVS 498A; 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 **Neuroscience** specialization consist of 44 semester hours including BIOL 101, 102, 205, 297, 302, 305, 335, 498, 220, 321, 322, 421, and 8 semester hours of Biology electives chosen from the following courses: BIOL 208A, 218, 307, 309, or 310. The two-semester sequence of BIOL 107 and 108 can be used to fulfill one four-semester hour Biology elective. BIOL 321, 322, and 421 are offered through Rize/LCMC; see Other Educational Programs and Opportunities for details. 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, and PSYC 101. Recommended but not required are PSYC 324 and PSYC 450.

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, 350, 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, 350, and 390. Additional requirements are a minor in Chemistry or CHEM 120, 121, 122, 123, 205, 206, 207, and 208 (CHEM 304 is strongly recommended); MATH 195, and 196 (MATH 180 is strongly recommended); PHYS 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 **Pre-med, Marshall University School of Pharmacy** specialization consist of 39 semester hours including BIOL 101, 102, 107, 108, 205, 208A, 297, 302, 305, 335; PHYS 221 or 251, PHYS 222 or 252; MATH 180, 195, 196; ENGL 101A, 102A. Additional requirements are a minor in Chemistry or CHEM 120, 121, 122, 123, 205, 206, 207, and 208 (CHEM 304 is strongly recommended).

The minimum admission requirements to the **Marshall University School of Pharmacy** accelerated program are:

- Minimum cumulative grade point average of 3.0 for all courses listed above.
- Completed application for "Early Decision" by the stated deadline through the online Pharmacy College Application Service.
- Submission of the Marshall's School of Pharmacy supplemental application and all required application fees by the date of on-campus interview;
- Successful completion of an on-campus admissions interview.
- Student shall be responsible for payment of all fees associated with admission to the Program, including but not limited to the application fee.

Students who successfully complete the first year of the Pharm.D. program at MU will receive transfer credit for the remaining degree requirements. They will then receive a B.S. in Biology, Pre-med specialization from D&E.

Note: Students interested in this program need to notify the Registrar's Office after acceptance into D&E since many of these courses are sequential and require specific prerequisites.

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.

Certificate

The requirements for a certificate in **Geospatial Analyst** consist of 24 semester hours including ENVS 101A, ENVS 233, ENVS 273, ENVS 323, ENVS 353, ENVS 383, ENVS 400.

This program prepares students to apply the science of geographic information with the technologies of geographic information systems (GIS), cartography and remote sensing to environmental questions. A geospatial analyst will employ software technologies, geospatial data are layered and analyzed to understand and communicate complex phenomena such as environmental impact, land cover change, climate change, and resource planning. This program prepares students for immediate entrance into the geospatial technologies' workforce.

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, Environmental Science, or Sustainable Resource Management. 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.

314 Field Ecology 4 semester hours
Exercises designed to give students direct experience with field research to address ecological hypotheses, with emphasis on developing observational skills and basic methods in population and community ecology. Topics include methods in plant succession, niche relationships, influence of herbivores and competitors on plant communities, aquatic food web analysis, use of scientific collections, and presenting research results in written and oral form. We will visit a diversity of habitats and natural areas in West Virginia. Prerequisite: BIOL 102. Summer Term. Not offered every year.

321 Biological Basis of Perception and Movement 3 semester hours
Perception and Movement are fundamentally driven by biological processes. This course provides students with an understanding of the various systems and organs that play a role in the human ability to perceive the world and move through it. It builds upon Introduction to Neuroscience to allow students to understand the impact of core neuroscience concepts. Prerequisites: BIOL 220, CHEM 122 and 123 or CHEM 205 and 206. Offered spring semesters.

322 Cognitive Neuroscience 3 semester hours
Cognitive Neuroscience is the study of the biological process which underlie behavior, learning, thought and experience. This course builds on students' understanding of neuroscience and psychology to explore information processing, behavior, language, and more. Special attention is paid to the neurological factors which drive behavior and give rise to a range of disorders. Prerequisites: BIOL 321, CHEM 122 and 123 or CHEM 205 and 206, PSYC 101. Offered fall semesters.

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.

350 Biotechnology Lab Techniques 4 semester hours
This lab-based course is designed to provide students with comprehensive training in fundamental laboratory techniques essential for a career in biotechnology. The course emphasizes hands-on experience and theoretical understanding necessary to excel in laboratory settings and to prepare students for the Biotechnology Aptitude and Competency Exam (BACE), along with other courses (e.g. BIOL 205, 208A, 302). Required lab fee, offered summer only as needed.

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 101A 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.

421 Clinical Neuropathology 3 semester hours

This course captures foundational concepts in modern psychiatric care and neuroscience and makes them clear and accessible. It provides students with a broad knowledge base covering many of the latest developments in the field of neuroscience, including our most modern understanding of developmental disorders, various pathologies of neurological systems, the role of microbiology in neurological care and more. Upon completion, students will be well prepared to pursue graduate study or work in the sciences, armed with a strong understanding of the current state of both Neuroscience and Mental Health and the connections between both. Prerequisites: BIOL 322, CHEM 122 and 123 or CHEM 205 and 206, PSYC 101. Offered spring semesters.

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.

All business degrees require a minimum 2.5 grade point average within the major.

Disciplines for a Baccalaureate of Science (B.S.)

Accounting
Business Analytics
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, Business Analytics, Economics, Finance, Management and Marketing have **core requirements** of 45 semester hours including: ACCT 111, 112; BUSI 101, 203, 204 or 205, 220, 394A, 405; ECON 115, 116; FINC 300; MATH 193; MGMT 201, 393; and MRKT 201. (For the B.S. in Business Analytics, in the Business core, students must complete BUSI 204 or MATH 180, not BUSI 205.)

Associate Program (A.S.)

The requirements for a major in **Business** consist of 27 semester hours including ACCT 111; BUSI 101, 203, 204 or 205, 220; ECON 115 or 116; MATH 193; MGMT 201; MRKT 201

Minors

The requirements for a minor in **Business** consist of 18 semester hours including ACCT 111; BUSI 101; ECON 115 or 116; MGMT 201, 393; MRKT 201.

The requirements for a minor in **Nonprofit Management** consist of 18 hours including MGMT 201; MRKT 201; BUSI 280N, 285N, 496N, and one 3-credit elective from amond the following: ACCT 330, ENGL 204, ENGL 326B, MGMT 205, MRKT 325.

Certificate

The requirements for a certificate in **Business Spatial Analyst** consist of 23 semester hours including BUSI 101, ENVS 233, ENVS 273, ENVS 323, BUSI 205, BUSI 353, ENVS 400.

This program prepares students to apply the science of geographic information with the technologies of geographic information systems (GIS), cartography and remote sensing to business questions. A business spatial analyst will provide insights on the "where" aspects of business, can determine anything from the best location to open a new retail store or bank branch, to predicting the most efficient transportation routes, seeing changes over time such as consumer spending rises and falls each season, or how weather fluctuations affect delivery times. This program prepares students for immediate entrance into the geospatial analytics workforce.

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.

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.

204 Statistics for Business 3 semester hours
Introduction to statistics and their applications in business: Mean, standard deviation, probability distribution, estimation, practical applications using excel. Prerequisite: MATH 193.

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.

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.

280N Nonprofit Leadership 3 semester hours
An introduction to the primary roles of the nonprofit leader. Topics include leadership in a nonprofit environment, board development, strategic planning, ethical considerations, and sustainability.

285N Fundraising for Nonprofit Organizations 3 semester hours
The study of development plans, institutional mission and readiness factors, development of office operations, analysis of constituencies and effectiveness, communications and marketing, the role of the board of directors and volunteers, ethical consideration of fundraising, benchmarking and the role of technology on philanthropy.

353 Business Advanced GIS 4 semester hours
In business, the application of maps and mapping technology ranges from a long-standing presence (commercial real estate, retail, and logistics) to emerging analytical applications across different industries. This course explores and applies the key geospatial intelligence principles involved in site selection, market analysis, risk and crisis management, and logistics, providing opportunities for students to solve those problems with contemporary geospatial tools and datasets. This course provides a foundation for spatial thinking and analysis in commercial settings, and experience with contemporary mapping and analysis tools for professional applications. Course prerequisites are ENVS 233, ENVS 273, ENVS 323.

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 or permission of the 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.

399N Nonprofit Independent Study 3 semester hours
The Nonprofit Independent Study provides the opportunity for an advanced, intense study of diverse topics related to nonprofit leadership and management under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course. Prerequisite: BUSI 280N and 285N.

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.

496N Nonprofit Internship 3 semester hours
The Nonprofit Internship is designed to provide a formalized, experiential learning opportunity in a nonprofit setting, under professional supervision, offering the student the opportunity to apply leadership principals and skills in an integrated manner. In general, 40 hours of supervised work are expected for each semester hour of credit. Prerequisites: BUSI 280N and 285N.

Business Analytics

The Business Analytics major equips students with the skills to analyze data and drive strategic decision-making. The program combines business acumen with data science, covering areas such as statistical analysis, predictive modeling, and data visualization. Students gain hands-on experience with tools like spreadsheets, SQL and Tableau Databases. Graduates are prepared for careers in data-driven roles, including business intelligence, marketing analytics, and financial forecasting. This program is offered by the Division of Business and Entrepreneurship in conjunction with Rize Education.

Baccalaureate Program (B.S.)

The requirements for a major in **Business Analytics** consist of the Business and Entrepreneurship core (45 hours) (listed in the Business section) and 22 additional hours including, BAX 110, 120, 310, 320, 496, MATH 195, ECON 381. In the Business core, students must complete BUSI 204 or MATH 180, not BUSI 205. The Business Analytics courses are offered through Rize/LCMC; see Other Educational Programs and Opportunities for more details.

Business Analytics Courses (BAX)

110 Foundations of Data Analytics I 3 semester hours
In an increasingly data-driven world, everyone should be able to understand the numbers that govern our lives. Whether or not you want to work as a data analyst, being "data literate" will help you in your chosen field. In this course, you'll learn the core concepts of inference and data analysis by working with real data. By the end of the term, you'll be able to analyze large datasets and present your results.

120 Foundations of Data Analytics II 3 semester hours
This course is intended as a continuation of Foundations of Data Analytics I. In this course, you'll conduct more advanced analysis and data manipulation using spreadsheets. You will also expand your data analytics toolkit by learning the basics of the programming language Python, enabling you to solve a wider range of data problems. Additionally, this course introduces predictive models. Prerequisite: BAX 110

310 Business Analytics I 3 semester hours
This courses focuses on using the most common business analytics tools in the industry. You'll build foundational skills in SQL and Tableau to extract, analyze, and visualize data. You'll also dive into database design, hypothesis testing, and the nuances of big data in the business landscape. Prerequisites: BAX 120, BUSI 204 or MATH 180

320 Business Analytics II 3 semester hours
This course is intended as a continuation of Business Analytics I. You'll build on your knowledge of business analytics tools by learning advanced SQL and Tableau skills and predictive modeling. This course is oriented around business case studies to apply this newfound knowledge to real-world scenarios. Prerequisites: BAX 310, MATH 195

496 Business Analytics Practicum 3 semester hours
In this capstone course, students engage in a hands-on business analytics project, tackling a real-world data problem from start to finish. The immersive experience equips students with the skills needed for their future roles as analysts, with a special focus on honing job interview skills and communicating findings to stakeholders. Students will also learn how to build a portfolio for their job search. Prerequisites: BAX 320, ECON 381

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.

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 a minor in mathematics or complete MATH 196, 180, 201; 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; and PHYS 251 and 252. Pre-Medical students need to check other entrance requirements for professional schools.

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, 253/254, 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 chemistry and biochemistry. Prerequisite: a grade of C or higher in CHEM 108 CHEM 108. 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: A grade of C or better in 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.

254 Environmental Chemistry Techniques 1 semester hour
The laboratory will consist of a series of experiments focused on analytical and instrumental techniques used in the field of environmental chemistry. Students will be investigating standards and trace analyses of water, soil, and tissue materials using pH electrodes, potentiometry, spectrophotometry, voltammetry, and chromatography. Prerequisite: CHEM 122, 123; corequisite: CHEM 253. Not offered every year. This course is also offered as ENVS 254.

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 with a one-hour recitation focused on using python to model quantum mechanical systems. 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 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.

Communication

The Communication program blends theories of human communication with concrete applications across personal, professional, and public spheres. Students considering a degree in communication should consider the purpose, characteristics, and career pathways this degree opens.

Purpose

A degree in communication prepares you to construct your social world through building strong relationships, collaborating towards common goals, and strategically seeking the public good. As a graduate with a degree in communication you will engage the world through skillful symbolic intervention while adapting to rapid social and technological change.

Characteristics

Communication courses at D&E emphasize the breadth of theory, research, and practice in communication studies by introducing you to recent social scientific discoveries, developing performative skills, and mastering the humanistic foundations of the field.

Career Pathways

Communication consistently ranks as a top skill employers seek in new hires, and interpersonal communication skills are among the most important skills employers consider when making hiring decisions. A degree in Communication indicates your mastery of the most sought-after skills for an array of vocations. More importantly, a degree in Communication provides a solid foundation for the career changes you will experience as you discover your vocation.

Baccalaureate Program (B.A.)

The requirements for a major in **Communication** consist of a common core of 33 credits and 9 credits communication skills. The courses comprising the Communication common core are COMM 107A, 121, 206, 221, 230, 300, 321, 323, 394, 497, 498. Complete one elective chosen from introductory Communication skills ART 104A, 120, THFM 170, 160; one elective chosen from intermediate Communication skills ART 204B, THFM 201, 262, 263, ENGL 204; one elective chosen from advanced Communication skills COMM 325, 330, THFM 398.

Minor

The requirements for a minor in **Communication** consist of 18 hours, including COMM 107A (Introduction to Public Speaking), COMM 121 (Argumentation), and COMM 221 (Interpersonal Communication), and nine semester hours chosen from the 200 level or above, at least one of which must be at the 300 level.

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.

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.

150 Introduction to Public Relations 3 semester hours
The course introduces students to 1) the public relations profession, 2) the research, planning, implementation, and evaluation (RPIE) approach to public relations, 3) communication theories and practices fundamental to the practice of public relations, and 4) the basics of ethical communcations.

160 Introductory Topics in Communication 3 semester hours
Introductory 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.

206 Communication Theories 3 semester hours
This course explores the relationship between communication theory and practice by introducing students to key approaches in communication theory and their practical implications for everyday communication.

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.

230 Intercultural Communication 3 semester hours
This course explores principles and problems of communication between people of different cultures and co-cultures. Students have the opportunity to apply course material to their own personal and professional interactions.

250 Journalism 3 semester hours
An introduction to the history and practices of producing communication for mass media. Students will develop skills in information gathering, interviewing, organizing, and disseminating media messages for print and online media sources including press releases, feature and beat reporting, as well as writing for digital media. Prerequisite: ENGL 101A.

260 Intermediate Topics in Communication 3 semester hours
Intermediate 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. Prerequisites: 100-level COMM, COMM 221, or permission of the instructor

300 Histories of Rhetoric 3 semester hours
This course asks questions that have always plagued human society such as how do we coordinate thought and action in order to coexist? Through an exploration of ancient texts, students heckle Herodicus, wrestle with Socrates daemon, and learn to love from Diotima of Mantinea. While this focuses on the ancient roots of communication as a discipline, students will synthesize these histories for present application.

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: 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 society.

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. Cross-listed with ENGL 323

325 Environmental Communication 3 semester hours
This course will develop an understanding of environmental discourse by exploring the way in which environmental issues and conflicts are expressed and disputed. Students, through case-study assignments, will identify and apply rhetorical, interpersonal, and organizational theories to major local, regional, national, and/or global environmental issues. Prerequisite: COMM 101A, COMM 121, OR COMM 221

330 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.

360 Advanced 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. Prerequisites: 100-level COMM, COMM 221, or permission of the instructor

394 Communication Internship 1-6 semester hours
Applied field work under professional supervision supplemented by written reports. In general, 40 hours of supervised work are expected for each semester hour of credit. The course may be repeated for credit.

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.

497 Senior Seminar 3 semester hours
A seminar that provides students with the research skill necessary for an extended project such as a senior thesis and prepares them for professions available to Communication graduates.

498 Senior Capstone 3 semester hours

This course entails completion of an extended project of communication inquiry and research, culminating in a defensible project such as a thesis or a strategic public relations program. The final project must include a critical bibliography and an oral defense.

Computer Science

Minor

The requirements for a minor in **Computer Science** consist of 21 semester hours including MATH 180 or 135, and then CMSI 102, 103, 207, 309, 310; the CMSI courses are offered through Rize/LCMC; see Other Educational Programs and Opportunities for more details.

Computer Science (CMSI)

102 Programming for Everyone I 3 semester hours
Provides a comprehensive introduction to programming with Python, focusing on core concepts such as decision-making, loops, data structures, and basic data analysis techniques.

103 Programming for Everyone II 3 semester hours
Builds on foundational Python skills to explore object-oriented programming, web services, and database design, teaching students how to leverage the internet for data and create applications using SQL. Prerequisite: CMSI 102

207 Web Development 3 semester hours
Covers HTML, CSS, and JavaScript to teach students how to build interactive, accessible, and responsive websites from scratch. Prerequisite: CMSI 103; MATH 180 or 135

309 Application Development I: Backend 3 semester hours
Equips students with the skills to build dynamic, database-driven web applications using backend technologies like NodeJS, focusing on API creation, middleware development, secure access control, and full-stack integration. Prerequisite: CMSI 103 and 207; MATH 180 or 135.

310 Application Development II: Frontend 3 semester hours
Introduces students to advanced front-end development, equipping them with skills to build sleek, responsive web applications using frameworks like React and Angular, with a focus on state management, API integration, authentication, and cloud deployment. Prerequisite: CMSI 103, 207, and 309; MATH 180 or 135.

Creative Arts

Art, Music, and Theatre and Film 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 and Film.

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.

The Pre-Law minor provides a multidisciplinary approach to enhance the education of students who anticipate entering fields related to legal studies, policy making, criminal justice and politics. The required courses are also designed to prepare students for the Law School Admission Test (LSAT) and success in law school.

Baccalaureate Program (B.A.)

The requirements for a major in **Criminology** consist of 45 semester hours of coursework including the core courses CRIM 101A, 102A, 350A or PSYC 350, 400, 460 and three semesters hours chosen from CRIM 496 or 498; additional requirements are POLS 100A; PSYC 101; nine semester hours chosen from CRIM 200 level courses; nine semester hours chosen from CRIM 300 level courses (excluding CRIM 350A); three semester hours chosen from CRIM 400 level courses, excluding CRIM 400, 460, 496 and 498. An additional requirement is an academic minor selected outside the discipline of Criminology.

The requirements for a major in **Criminology** with a concentration in **Cybersecurity** consist of 48 semester hours of coursework including the core courses CRIM 101A, 102A, 350A or PSYC 350, 400, 460; additional requirements are six semester hours chosen from CRIM 200 level courses; three semester hours chosen from CRIM 300 level courses (excluding CRIM 350A) and 21 credit hours in Cybersecurity (CRIM 165C, 264C, 267C, 360C, 364C, 464C, 494C). The cybersecurity courses are offered through Rize/LCMC; see Other Educational Programs and Opportunities for more details. 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.

The requirements for a minor in **Cybersecurity** consist of 18 semester hours including CRIM 101A, 102A, 165C, 264C, 267C, 360C.

The requirements for a minor in **Pre-Law** consist of 18 semester hours including CRIM 209, 490; POLS 300; one course selected from COMM 121, MATH 104, or PHL 140; one course chosen from BUSI 220, CRIM 207, ENVS 320, or OREC 333; and one course chosen from COMM/ENGL 323, ENGL 414, or HIST 290.

Certificate

The requirements for a certificate in **Crime Analyst** consist of 23 semester hours including CRIM 102A, ENVS 233, ENVS 273, ENVS 323, CRIM 353A, CRIM 350A, ENVS 400.

This program prepares students to apply the science of geographic information with the technologies of geographic information systems (GIS), cartography and remote sensing to crime research. A crime analyst uses a variety of crime mapping technology, computer-aided dispatch, police reports, to identify patterns, locate where crimes occur, and gather and analyze crime statistics to help law enforcement respond to, solve, and prevent crime. This program prepares students for immediate entrance into the crime analyst workforce.

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.

165C Introduction to Cybersecurity 3 semester hours
This course will teach you how malicious actors use social manipulation and technology to launch devastating attacks - and provide you with the tools you will need to defend them. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you will learn how to make the Internet safer.

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.

260C Career Navigation and Exploration in Cybersecurity 3 semester hours
This course will help you find a job in Cybersecurity upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you will explore career paths in Cybersecurity, potential salary outcomes, and different roles. Then you will pick target jobs and opportunities that are the best fit for you, and make a clear plan of action toward securing them. Prerequisite: any Cybersecurity course. This course does not meet the Social Science requirement for the Associate or Baccalaureate Program of General Education.

264C Network and System Security 3 semester hours
Modern organizations know that even the strongest systems can be vulnerable to cyberattacks. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach you how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, you will be able to identify and remedy common network and systems vulnerabilities. This course does not meet the Social Science requirement for the Associate or Baccalaureate Program of General Education.

267C Cybercrime and Governance 3 semester hours
This course explores the critical role of goverance in mitigating cybercrime and ensuring the integrity of digital environments. You will learn how governments detect, and stop cybercrimes, and become familiar with the laws and policies in place to deter cybercriminals. Develop and implement robust security policies and procedures that align with legal and ethical standards and help create a resilient, compliant digital ecosystem. This course does not meet the Social Science requirement for the Associate or Baccalaureate Program of General Education.

266C Modern Cybersecurity 3 semester hours
In this class, you will learn about the changing landscape of cybersecurity, emerging technologies that are likely to be targeted, and new forms of cyber-attack being launched. By the end of the course, you will be able to implement the most up-to-date practices in cybersecurity in order to protect against attacks. This online class has optional live sessions. This course does not meet the Social Science requirement for the Associate or Baccalaureate Program of General Education.

281 Criminal Investigations 3 semester hours
Explores the role if 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.

320 Crime and the Media 3 semester hours
Investigation of the impact that all forms of media has on crime, beliefs about crime, criminal justice professionals, and criminals. Special focus will be placed on the impact of the media's portrayal of crime, criminals, and criminal justice professionals on criminal justice policies. Prerequisite: CRIM 101A, 102A, and three semester hours of 200 level Criminology courses.

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.

350A Research Methods in Criminology and Criminal Justice 3 semester hours
An introduction to the theory and practice of research in criminology and criminal justice. Students learn the basics of scientific inquiry, the foundations of research, ethics, approaches, designs, and methods used to conduct quantitative and qualitative research. Students learn basic statistics in analyzing and interpreting research data, plus applying research to policy development. Prerequisites: CRIM 101A, CRIM 102A, PSYC 101, or POLS 100A.

353A Social Science Advanced GIS 4 semester hours
Application of Geographic Information Systems in social sciences as a tool to collect and analyze qualitative and quantitative data for sociospatial research (research that examines space, place and social indicators) and policy development. Course prerequisites are ENVS 233, ENVS 273, ENVS 323.

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.

360C Security Operations 3 semester hours
The moments after a breach can make or break an organization. When the unthinkable happens and a cybercrime is discovered, the actions taken by the security operations can either contain the damage and restore order or lead to catastrophic consequences. This course examines the tools and techniques used to conduct investigations into cybercrimes and teaches the defensive skills necessary to ensure a breach doesn't occur in the first place. Prerequisite: CRIM 165C, 264C

364C Ethical Hacking 3 semester hours
To stop a hacker, you need to be able to think like a hacker. In this course, you will learn hands-on techniques for attacking and penetrating networks and systems. You will learn the tools to launch these offensive tactics, and then complete a hands-on project where you will be asked to ethically hack a real system. Prerequisite: CRIM 264C

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

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

400 Advanced Theoretical Criminology 3 semester hours
A review and critical analysis of the criminological theories beginning with the classical school and moving through all

subsequent biological, sociological, psychological and political theories of crime and its causes. Prerequisite: CRIM 101A, 102A, six semester hours of 200 level criminology courses, and three semester hours of 300 level criminology courses.

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

451 Comparative Justice 3 semester hours
Comparison of American systems of administration of justice to those of other nations. Comparisons will be made both temporally and spatially in an analysis of how crime and justice are meted out in an array of nations. Prerequisite: CRIM 101A, 102A, six semester hours of 200 level criminology courses, and three semester hours of 300 level criminology courses.

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

464C The Future of Cybersecurity 3 semester hours
Technology is racing forward, and cybersecurity must stay ahead to meet new challengesand threats. In this class, you will learn about the changing landscape of cybersecurity, emerging mobile technologies that are likely to be targeted, and new forms of cyber-attack being launched. By the end of the course, you will be able to implement the most cutting-edge practices in cybersecurity in order to protect against attacks. Prerequisite: CRIM 264C

490 Pre-Law Seminar 3 semester hours
This course is a required course for Law Minors and serves as a culminating experience for students in the final stage of their minor. Students will gain exposure to the law and the legal profession. The seminar will assist in the law school application process, selection of law schools and in the preparation of students for the Law School Admission Test. The goal of the Pre-Law Seminar Course is to make Law Minor students competitive law school candidates and to facilitate their acceptance to the law school of their choice.

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 place based on career goals and that which will best enhance the educational experience of the student. Prerequisite: permission of the instructor

494C Cybersecurity Capstone 3 semester hours
The Capstone course is the culmination of the Cybersecurity program, allowing students to apply their knowledge to real-world challenges. Students will undertake a comprehensive project integrating various aspects of cybersecurity, including log analysis, vulnerability assessment, incident response, ethical hacking, and cloud security. This project will develop critical thinking skills and prepare students for major cybersecurity certifications. Prerequisites: CRIM 165C, 264C, 267C, 360C, 364C, 464C

498 Senior Thesis 3 semester hours
This course entails completion of an extended project of criminological inquiry and research, culminating in a thesis and oral presentation attended by majors in criminology and select faculty. Prerequisite: permission of the instructor

Dance

Dance at D&E is an integral part of the vibrant live music culture. The dance courses offered support performing arts students as well as the student interested in dance as an elective. Dance for musical theatre, modern, tap, jazz, and Egyptian style belly dance are available and taught by professional artists in the field. Each course provides students an on-campus performance opportunity through their final project. For performance shy students, a dance-based conditioning class geared toward athletes is offered. D&E College has one of the largest Marley-covered floor, dance spaces in the area.

Dance at D&E provides students with hands-on opportunity to blend dance with other disciplines that may integrate organically with theatre, athletics, and education. Students interested in choreography can delve into creating their own unique performance pieces through dance collaboration lab, marrying their chosen dance discipline with another creative area of interest. Dance at D&E aims to provide a safe space for experienced movers and non-dancers alike to explore movement and experience growth.

Dance Courses (DANC)

DANC 102 Introduction to Modern Dance 3 Credits
This movement class introduces the basics of modern dance technique, style and concepts. Modern dance history will be taught and discussed through lecture, reading, video, and movement exercises. Emphasis will be on release of residual tension in the body, articulate performance of movement ideas, and embracing experimentation. Students will learn a choreography and perform in a public showcase for the final project. No previous dance experience needed. Physical participation and final project performance is required.

DANC 103 Dance for Musical Theatre 3 Credits
This movement class introduces students to various musical theatre danc styles including ballet, jazz, tap, and social dances. Musical theatre dance history will be taught and discussed through lecture, reading, video, and movement exercises. While no previous dance experience is required, some dance experience is highly encouraged as this course is primarily movement based and students will be required to physically participate, participate in mock auditions, learn a choreography, and perform in a public showcase for the final project.

DANC 104 Dance Based Conditioning for Athletes/Performers 3 Credits
Dance conditioning focuses on improving the body's strength and coordination while also preventing improper form and injury. It is meant to condition both the body and mind, and includes the practice of dance exercises for muscle development, abdominal strength, flexibility, healthy alignment, as well as selected exercises from both Yoga and Pilates. Basic anatomy will also be explored. The class is primarily movement based and physical participation is required.

DANC 105 Beginning Jazz Dance 3 Credits
Introductory exploration of the art form of jazz dancing including its musical and cultural traditions and historical context will be explored through lecture, reading, video, and movement exercises. Emphasizes improving anatomical awareness and alignment, increasing strength and flexibility, and developing rhythmic sensitivity. Modern jazz dance is heavily influenced by ballet and modern dance and our movement training will reflect that. Students will learn a choreography and perform in a public showcase for the final project. No previous dance experience needed. Physical participation and final project public performance is required.

DANC 106 Beginning Tap Dance 3 Credits
Introductory exploration of rhythms and steps basic to the art form of tap dancing including its musical and cultural traditions will be explored through lecture, reading, video, and movement exercises. Emphasizes improving anatomical awareness and alignment, increasing strength and flexibility, and developing rhythmic sensitivity. Students will learn a choreography and perform in a public showcase for the final project. No previous dance experience needed. Physical participation, final project performance, and Tap shoes are required. Purchase of shoes is optional. If not purchased, you have the opportunity to rent a pair from the school.

DANC 107 Introduction to Belly Dance 3 Credits
Introductory exploration of the art form of Egyptian style belly dance including its musical and cultural traditions and historical context will be explored through lecture, reading, video, and movement exercises. Emphasizes improving anatomical awareness and alignment, increasing strength and flexibility, and developing rhythmic sensitivity. A brief exploration of Egyptian folkloric styles as well as various props including cane and veil will also be included. Students will learn a choreography and perform in a public showcase for the final project. No previous dance experience needed. Physical participation and final project public performance is required.

DANC 203 Dance Collaboration Lab 3 Credits

Students in this class will choose an individual research topic within their chosen dance discipline to explore in depth and will collaborate with the instructor and fellow students to devise their own Dance compositions based on their research, individual thoughts, ideas, and experiences. Participants may integrate Visual Art, Music, or any other interest into their very own unique dance pieces which will be publicly performed in a showcase for the final. Physical participation is required. Prerequisite: any DANC 100 level course or permission of the instructor.

DANC 206 Intermediate Tap Dance 3 Credits

Continuing exploration of rhythms and steps basic to the art form of tap dancing including its musical and cultural traditions will be explored through lecture, reading, video, and movement exercises. Emphasizes improving anatomical awareness and alignment, increasing strength and flexibility, and furthering rhythmic sensitivity. Students will learn a choreography and perform in a public showcase for the final project. Physical participation, final project performance, and Tap shoes are required. Prerequisite DANC 106.

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 (45 hours) (listed in the Business section) and 21 additional hours including ECON 381, 385, 386, 498; plus 9 hours of electives, including FINC 408 and other ECON courses. A grade point average of 2.5 within the major is required.

Minor

The requirements for a minor in **Economics** consist of 21 semester hours including ECON 115, 116, 302, and 12 semester hours of Economics electives. Accounting and Finance Majors will require twelve semester hours of Economics and/or Finance electives.

Economics Courses (ECON)

115 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. This course is taken prior to completing ECON 116.

116 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. Prerequisite: ECON 115

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 115, 116, 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 115 and 116.

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 115 and 116.

304A Sports Economics 3 semester hours
A study of the business of sports, organization of sports leagues, ticket pricing, adverting, broadcasting rights, anti-trust, gambling, cheating, insurance, risk, and labor issues. Prerequisite: ECON 115

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 115, 116

306 International Economics 3 semester hours
A study of the theoretical concepts of international trade, monetary theory, commercial policy, and economic development. Prerequisites: ECON 115, 116

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 115. Not offered every year.

309 Behavioral Economics 3 semester hours
A combination of concepts of Economics and Psychology in the study of human economic behavior, the exploration of the boundaries of rationality of economic agents, and differences with classical economics. Prerequisites: ECON 115 and 116.

320 Experimental Economics 3 semester hours
An evaluation of economic theory using experimental methods. Testing of boundaries of theories, replication of real-world incentives. Students will participate as subjects and as experimenters in their own project. Prerequisites: ECON 115 and 386.

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 115, 116; BUSI 204 or 205, or MATH 180. Placement in BUSI 204, 205, or MATH 180 will be at the discretion of the ECON advisor.

385 Intermediate Macroeconomic Theory 3 semester hours
Analysis of the determinants and theories of national income, employment, the price level, and growth. Prerequisite: ECON 116. Offered alternate years.

386 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 116. Offered alternate years.

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 a Bachelor of Arts degree. A student seeking initial certification/ licensure may undertake a major in Elementary Education, Special Education, or Mathematics Education. Students are 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 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 Experience and Residency

All education courses require student field experience (pre-student teaching) and residency (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 20 hours for 100 level courses to 250 hours/14 weeks in Residency I and a minimum of 500 hours/ 14 weeks in Residency II. Field experiences and residency 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 Residency Candidate
Level 4: Teacher Education Program Completer

Candidates are monitored at each of the four levels by their Academic Advisor and the Education Department Review Panel (EDRP). The transition points monitor the candidate's development of content knowledge, pedagogical knowledge, critical dispositions, professional responsibilities, and technology integration. The progression of each candidate is updated each semester, and the candidate is notified through advising of their status.

Level 1: Pre-Candidate

Pre-candidates are students who are admitted to Davis & Elkins College and declare Education as their major. These students begin taking general education and EDUC 100 and 200 level courses. Competence in these courses underlies a candidate's 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 the Education Department faculty. Data from these competencies are measured and used in admission criteria to the Level 2-Teacher Education Candidacy.

Level 2: Teacher Education Candidate

Generally, students apply for Admission to Teacher Education in their third or fourth semester (40-55 hours). The application to Teacher Education is viewed as a declaration by the candidate that they have met the criteria of pre-candidate, the additional criteria outlined below and are prepared to complete the approved education preparation program and seek licensure. The Education Department Review Panel (EDRP) will accept applications each semester. Decisions of the EDRP will be returned to the student within 30 days of application. If the student does not agree with the decision, they will have 10 days to complete a written appeal.

The criterion for admission includes the following:

1) Official Form-26 is filed with the Registrar declaring Education as the major.
2) Minimum 2.5 cumulative grade point average (GPA) and a member of a cohort with a minimum 3.0 GPA. The 3.0 GPA is calculated using the 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.)
3) Grade of "C" or better or equivalency obtained in the following courses: EDUC 100, EDUC 120A, COMM 107A, and ENGL 101A 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.
4) Cumulative GPA of 2.5 or better in ALL content and education courses attempted at time of application.
5) Meets requirements and has obtained evidence of successful field experience placements (dispositions and course grades).
6) Praxis Core Academic Skills for Educators (CASE) exam completed in all content areas OR approved exemption status through application on file. Exemption applications or official scores of the CASE exam are due by October 1 of the student's sophomore (second year).

Level 3: Residency Candidate

Residency is the culminating experience for education candidates. When candidates have met the criteria outlined below they work with their advisor and the Education Department's Certification Analyst to begin the process of applying for and obtaining permits as applicable to begin the yearlong residency.

1) Maintain "Full Status" in the Teacher Education Program
2) Complete all required methods courses on campus at Davis & Elkins College and attain a grade of C or better.
3) Present an audit report completed by the Registrar to the Education Department certification analyst.
4) Apply for a Residency I permit with the Education Department's Certification Analyst and the WVDE by May 1st of the semester before taking EDUC 480A.
    - Verification of Praxis II Content Scores or Registration for the content exam as identified in the WV Licensure Testing Director must be provided by the ADD/DROP date of the semester in which the candidate is taking EDUC 480A Residency I.
5) Apply for a Residency II permit with the Education Department's Certification Analyst and the WVDE by December 1st of the semester before taking the Residency II Course.
    - Praxis II Content Scores MUST be reported to the Education Department at the time of the Residency II Permit Application
6) Clear state and national background checks (fingerprints).
7) 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.
8) Adhere to all placement school and district expectations, procedures, and policies.

Clinical Teacher of Record Program (CTR)

Students who meet the criteria below can apply to participate in the Clinical Teacher of Record program. This permit allows individuals to teach in an area of critical need and shortage while finishing their state-approved teacher preparation program as part of a WVBE-approved agreement between an institution of higher education and a WV public school district. Candidates opting for this pathway will assume the full roles and responsibilities of the classroom teacher. They will be required to fulfill all job duties as assigned by the partnering district as well as meet the additional requirements for program completion as outlined by Davis & Elkins College.

Eligibility Criteria:

- Obtain an overall 3.0 GPA or higher
- Complete all content preparation for the position being sought
- Successful completion of Residency I
- All testing requirements for the position being sought are complete
- Complete the Davis & Elkins College CTR Application & Obtain recommendation from the Department Chair

When a candidate has met these criteria and a partnering district has previously notified the department chair of a vacancy, the candidate can complete the Davis & Elkins Application for Admission to the CTR Program. Applications for the CTR program are due to the Education Department Chair. Once a candidate has gained an approved application to the program the Education Department Chair will recommend the student to the partnering district to fulfill the CTR and assist with the processing of all West Virginia Department of Education applicable permits and paperwork.

Level 4: Program Completer

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; 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 (West Virginia Teacher Performance Assessment)
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 the 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 P-12 school and district expectations, procedures, and policies.

Student Complaints/ Appeals

The EPP seeks to provide each candidate with a positive educational experience. Candidates who experience difficulties are encouraged to try to resolve the problem informally by discussing it with those closest to the source (professor or advisor). However, candidates who wish to file formal complaints related to program policies, procedures, faculty, employees, or other issues may follow the guidelines provided by the college. If the complaint is education-specific, the student is asked to file a complaint using the Teacher Education Complaint form. This form as well as an outline of the full procedure are available in the Student Program Guide located on the Davis & Elkins College Teacher Education webpage.

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
Special Education – Multi-Categorical BD, ID, SLD, 5-Adult, K-6 Excluding Autism
Special Education – Multi-Categorical BD, ID, SLD, 5-Adult, K-6 Including Autism
Mathematics Education – 5-Adult

Secondary Licensure Areas

Physical Education, PK-Adult

Endorsement Areas

Health Education, PK-Adult – *may only be added to Physical Education PK-Adult*
Mathematics, 5-9 – *may only be added to Elementary Education and Special Education*
Reading Endorsement, K-6 – *may only be added to Elementary Education and Special Education*

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; HIST 103A, 105A; MATH 101, 110, 193; HLTH 310; NSCI 105, and POLS 100A. Students will select one of the following: MUSC 319, ART 319, THFM 319. Also required are the following Professional Education courses: EDUC 100, 120A, 209, 210SP, 212SP, 222, 312EL, 316EL, 319EL, 332RD, 333RD, and 465A. Field-based Experiences: EDUC 195L, 295L, 296L, 395L, and 396L. Residency Courses: EDUC 480A, 491B, and 494A.

Special Education – Multi-Categorical BD, ID, SLD, 5-Adult, K-6 Excluding Autism

The requirements for a teaching specialization in Special Education, K-6, 5-Adult consist of COMM 107A; MATH 101, 193; PSYC 216 or 217; Students will select one of the following: MUSC 319, ART 319, DANC 319, THFM 319. The following professional education courses are required: EDUC 100, 120A, 209, 332RD, 333RD, 222RD or 334A, 316EL or 317; Special Education courses: EDUC 203SP, 204SP, 210SP, 212SP, 220SP, 382SP, 383SP, and 468A. Field-based Experiences: EDUC 195L, 295L, 296L, 395L, and 396L. Residency Courses: EDUC 480A, 493D, and 494A.

Special Education – Multi-Categorical BD, ID, SLD, 5-Adult, K-6 Including Autism

The requirements for a teaching specialization in Special Education including Autism, K-6, 5-Adult consist of COMM 107A; MATH 101, 193; PSYC 216 or 217; Students will select one of the following: MUSC 319, ART 319, DANC 319, THFM 319. The following professional education courses are required: EDUC 100, 120A, 209, 332RD, 333RD, 222RD or 334A, 316EL or 317; Special Education courses: EDUC 203SP, 204SP, 210SP, 212SP, 220SP, 382SP, 383SP, 384ASP, 385ASP, and 468A. Field-based Experiences: EDUC 195L, 295L, 296L, 395L, 396L, and 398L. Residency Courses: EDUC 480A, 493D, and 494A.

Mathematics Education – 5 – Adult

The requirements for a teaching specialization in Mathematics, 5-Adult, consist of MATH 110, 135, 180, 195, 196, 201, 205, 303, 312, 394A, 498A, and three semester hours of Mathematics courses numbered above 200. Additional requirements are PHYS 221 and 222 or PHYS 251 and 252. Also required are the following Professional Education courses: EDUC 100,

120A, 209, 210SP, 212SP, 317, 334A, and 467A. Field-based Experience: EDUC 195L, 295L, 296L, 395L, and 396L. Residency Courses: 480A, 493B, and 494A. Additional requirements are COMM 107A and PSYC 217.

Teaching Specialization Requirements for Licensure

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, 120A, 209, 210SP, 212SP, 334A, and 467A. Field-based Experience: EDUC 195L, 295L, 296L, and 397L. Residency Courses: 480A, 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 212SP by taking SPSC 306, Adapted Physical Education.

Mathematics, 5-9
The requirements for a teaching specialization in Mathematics, 5-9, consist of MATH 109, 110, 135, 180, 195, 196; PHYS 221 or 251. A teaching specialization in Elementary Education, K-6, or a second 5-Adult or PreK-Adult content specialization is required. Also required are the following Professional Education courses: PSYC 216 or 217; EDUC 100, 120A, 209, 210SP, 212SP, 317, and 467A Field-based Experience: EDUC 195L, 295L, 296L, and 397L. Residency Courses: 480A, 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, SPSC 120, 125, 201, 204, 213, 217, 218, 225 (or SPSC 115), 305, 306, 307, 309. Additional requirements are BIOL 107, 108; PSYC 216*, 217. Also required are the following Professional Education courses: EDUC 100, 120A, 209, 210SP, 334A, and 467A. Field-based Experience: EDUC 195L, 295L, 296L,395L, and 396L. Residency Courses: 480A, 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 212SP by taking SPSC 306, Adapted Physical Education.

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 235RD or EDUC 334A, and EDUC 333LRD. Corequisite: EDUC 333RD. This endorsement is only available to students with a "B" or higher in all EDUC reading courses.

Baccalaureate Program (B.A.)

The requirements for a major in **Elementary Education, K-6** consists of 97 hours (27 of these hours also satisfy general education requirements). Courses required are: COMM 107A; BIOL 100; HIST 103A, 105A; MATH 101, 110, 193; HLTH 310; NSCI 105, and POLS 100A. Students will select one of the following: MUSC 319, ART 319, THFM 319. Also required are the following Professional Education courses: EDUC 100, 120A, 209, 210SP, 212SP, 222, 312EL, 316EL, 319EL, 332RD, 333RD, and 465A. Field-based Experiences: EDUC 195L, 295L, 296L, 395L, and 396L. Residency Courses: EDUC 480A, 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)**.

The requirements for a major in **Special Education, K-6, 5-Adult** consists of 79 hours (15 of these hours also satisfy general education requirements). Courses required are: COMM 107A; MATH 101, 193; and PSYC 216 or 217. Students will select one of the following: MUSC 319, ART 319, THFM 319. The following professional education courses are required: EDUC 100, 120A, 209, 220SP, 332RD, 333RD, 222 or 334A, 316EL or 317; The following Special Education courses are required: EDUC 203SP, 204SP, 210SP, 212SP, 382SP, 383SP, and 468A. Field-based Experiences: EDUC 195L, 295L, 296L, 395L, and 396L. Residency Courses: EDUC 480A, 493D, and 494A.

The requirements for a major in **Special Education including Autism, K-6, 5-Adult** consists of 85 hours (15 of these hours also satisfy general education requirements). Courses required are: COMM 107A; MATH 101, 193; and PSYC 216 or 217. Students will select one of the following: MUSC 319, ART 319, THFM 319. The following professional education courses are required: EDUC 100, 120A, 209, 220SP, 332RD, 333RD, 222 or 334A, 316EL or 317. The following Special Education

courses are required: EDUC 203SP, 204SP, 210SP, 212SP, 382SP, 383SP, 384A, 385ASP, and 468A. Field-based Experiences: EDUC 195L, 295L, 296L, 395L, 396L, and 398L. Residency Courses: EDUC 480A, 493D, and 494A.

The requirements for a major in **Educational Studies (without certification or licensure)** consist of 69 hours (31 of these hours also satisfy general education requirements). Courses required are: POLS 100A; GEOG 200; SPSC 204; BIOL 100 or NSCI 105; HIST 103A or 105A; HLTH 231A or HLTH 310. Students will select one of the following: MUSC 319, ART 319, THFM 319; one from the following PSYC 200, 216, 217; and two from the following BUSI 101; CRIM 101A; OREC 220; SOCI 223. The following Professional Education courses are required: EDUC 100, 120A, 203SP, 209, 210SP, 212SP or SPSC 306, 222, 235RD, 488, and 489. Field-based Experiences: EDUC 195L, 295L, 296L; and select one from the following EDUC 312EL/313; EDUC 316EL/317; or EDUC 319EL/319B. Students majoring in Educational Studies must complete a minor approved by the department outside the area of education.

The requirements for a major in **Mathematics Education, 5 – Adult** consists of 100 hours. Courses required are MATH 110, 135,180, 195, 196, 201, 205, 303, 312, 394A, and three semester hours of Mathematics courses numbered above 200. Additional requirements are PHYS 221 and 222 or PHYS 251 and 252. Also required are the following Professional Education courses: EDUC 100, 120A, 209, 210SP, 212SP, 317, 334A, and 467A. Field-based Experience: EDUC 195L, 295L, 296L, 395L, and 396L. Residency Courses: 480A, 493B, and 494A. Additional requirements are COMM 107A and PSYC 217. For students not seeking licensure, a Foundations of Education minor is required.

Associate Program (A.S.)

The requirements for an A.S. degree in **Education** consists of 30 semester hours. Required courses are EDUC 100, 120A, 203SP, 209, 210SP, 212SP; 220SP; 222; PSYC 216; SPSC 204.

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 15 hours. Required courses are EDUC 100, 120A, 210SP, 212SP, and either PSYC 216 or 217.

The requirements for a minor in **Early Childhood Education** with an emphasis in PreK-K Special Needs Early Education (a non-education programmatic level not leading to certification and licensure prior to gradation) consists of 27 hours. Required courses are EDUC 100, 203SP, 204SP, 210SP, 212SP, 310EC, 382SP; PSYC 216 or 217. Field-based Experience: EDUC 195L, 295L, and 296L.

The requirements for a minor in **Instructional Technology** consist of 15 hours. Required courses are ART 104A, 204B; EDUC 120A, 220SP; and COMM 330 or BUSI 280.

The requirements for a minor in **Special Education** (not leading to certification and licensure prior to gradation) consists of 16 hours. Required courses are EDUC 203SP, 204SP, 210SP, 220SP, 382SP. Field-based Experience: EDUC 195L.

The requirements for a minor in **Special Education with Autism** (not leading to certification and licensure prior to gradation) consists of 20 hours. Required courses are EDUC 204SP, 210SP, 220, 383SP, 384ASP, 385ASP. Field-based Experience: EDUC 195L, 398L.

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. This course provides the teacher candidate with an overview of the profession. Preservice teachers are introduced to the basic knowledge, skills, and dispositions to be an effectrive educator. They will investigate the roles and responsibilities of an educator related to school and community, and the importance of developing a positive culture in the classroom and throughout the school.

120A Instructional Technology 3 semester hours

An introductory project-based course to facilitate learning using technology. The course emphasizes the design, selection, production, and evaluation of instructional materials, computer-generated presentations, and interactive multimedia, with particular emphasis on their effective integration into a learning environment. Students will explore the pedagogy of cooperative learning and national and state technology standards as they relate to technology enhanced teaching and learning strategies.

203SP Professional Practices and Foundations 3 semester hours
This course focuses on understanding federal and state legislation and accompanying assurances that all program requirements, including safeguarding the rights of stakeholders are met when delivering services to children with identifiable special needs from PreK to adult. Topics addressed include special education principles and practices, interactions between disability and diversity in identification and intervention, and influences of family, professional, school and community infrastructures on educational programs and outcomes for children and adults.

204SP Assessment in Special Education 3 semester hours
This course provides a comprehensive overview of diagnosis, assessment methods and tools used with teaching students from preschool to adult with special needs. Students will become familiar with and utilize authentic, informal, formal, and standardized assessment methods. They will review various assessment methods and instruments and engage in critical reflection focusing on application of the Council for Exceptional Children standards and course content. Prerequisite: EDUC 100, 210SP, or permission of the instructor/chair.

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. Prerequisite: PSYC 216 or 217 or permission of the instructor/chair.

210SP The Special Education Process 3 semester hours
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. Prerequisite: EDUC 100; and either PSYC 216 or PSYC 217, or permission of the instructor/chair.

212SP Learners with Exceptionalities 3 semester hours
Addresses identification, referral, assessment procedures, service delivery options, parental involvement, laws, legal issues and implications, inclusion, collaboration, agency and related service personnel, and assistive technologies. Focuses on instructional strategies that support students for meeting the needs of the full range of learners with diverse educational needs. Prerequisite: EDUC 100 and 210SP

220SP Technology Integration for Diverse Learners 3 semester hours
This course focuses on the application of learning theories and research that guide technology integration with an emphasis on learners of diversity and cultural differences and individuals with disabilities. This course introduces how assistive technologies can be used to improve the quality of learning opportunities for all individuals and how to integrate technologies effectively for diverse learning populations.

222 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. Prerequisites: EDUC 100.

235RD 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.

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.

310EC 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). Prerequisites: Accepted candidate in Teacher Education.

312EL 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. Prerequisite: EDUC 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. Prerequisites: EDUC 209; 12 semester hours from the Social Studies content requirements and accepted candidate in Teacher Education.

316EL 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. Prerequisites: EDUC 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. 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. Prerequisites: 12 semester hours from the English content and accepted candidate in Teacher Education.

319EL 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. 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. Prerequisite: 12 semester hours from the science content coursework and accepted candidate in Teacher Education.

332RD Literacy Development 3 semester hours
This course focuses on teaching methods in grades K-6 that develop the skills required to read for understanding while pulling from multiple sources. An overview of the development of reading across the grades. 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 elementary grades is covered. The course will familiarize students with literature and other texts appropriate for students in grades K-6 that should be taught across all content areas. This course is for Elementary Education candidates. Prerequisites: EDUC 222 and accepted candidate in Teacher Education

333RD 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 or Special Education majors. Prerequisites: EDUC 332RD and accepted candidate in Teacher Education.

333LR 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 or Special Education majors. Corequisites: EDUC 333RD. Prerequisites: EDUC 332RD; 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. Prerequisite: accepted candidate in Teacher Education.

382SP Instructional Strategies in Special Education 3 semester hours
This course provides comprehensive strategies for teaching and working with children with special needs (including Specific Learning Disabilities, Intellectual Disabilities and Emotional and Behavior Disorders). This course that will provide students with the strategies necessary for Special Educators to learn the techniques used in teaching students with special needs while also providing them with the historical and legal backgrounds, present-day trends and future issues of the field. Prerequisites: EDUC 210SP and 212SP; accepted candidate in Teacher Education, or permission of the instructor/chair.

383SP Behavior Management 3 semester hours
Course content and activities focus on the ethical development of behavior management skills and applied behavioral analysis techniques for the purposes of prevention, reducing behavioral problems and maximizing learning. Content and activities cover causes of problem behavior, identification, assessment, planning and implementation of management methods of all age learners with mild, moderate and intensive academic and social educational needs. Prerequisites: EDUC 210SP and 212SP; accepted candidate in Teacher Education, or permission of the instructor/chair.

384ASP Autism: Learning Characteristics (for Autism endorsement only) 3 semester hours
This course introduces students to the neurology, symptoms, diagnostic criteria, causes, biomedical treatments, and behavioral interventions of students with Autism Spectrum Disorders. Prerequisites: EDUC 210SP and 212SP; accepted candidate in Teacher Education, or permission of the instructor/chair.

385ASP Autism: Teaching Strategies (for Autism endorsement only) 3 semester hours
Application of assessment, curriculum planning, preparation of materials and practice teaching methods for students with Autism Spectrum Disorders and related disabilities. Emphasis on effective practices, current theories, and interventions for instructing students with an Autism Spectrum Disorder. Prerequisites: EDUC 210SP and 212SP; accepted candidate in Teacher Education, or permission of the instructor/chair.

488 Senior Seminar 1 3 semester hours
Students will spend 60 hours under professional supervision in an agency that aligns with the major and area of minor. Student will integrate knowledge and skills from the curriculum setting that appropriately combine content, technologies and teaching approaches to enhance teaching and learning in a practice setting. 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.

489 Seminar II 3 semester hours
Students will spend 60 hours under professional supervision in an agency that aligns with the major and area of minor to provide students the opportunity to fully implement the senior project that was designed in EDUC 488. The final project will be presented in written and oral form as part of the overall capstone experience in education. The course also focuses on preparing for life after college and graduate school preparation, including participation in mock interviews. Prerequisite: Permission of the instructor, EDUC 488.

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.

465A Curriculum, Instruction and Methods (K-6) 3 semester hours
Analysis of elementary and middle school curriculum and organization; mastery and application of classroom management, instructional planning; teaching strategies; and assessment and evaluation of student learning. Prerequisite: accepted candidate in Teacher Education.

467A Methods and Materials, 5-Adult 3 semester hours
A detailed analysis of instructional goals and objectives, lesson plans, teaching methodologies, motivational techniques, classroom management, and student evaluation, and the use of appropriated instructional materials. Prerequisite: accepted candidate in Teacher Education.

468A Curriculum and Methods of Multi-categorical Special Education 3 semester hours
A detailed analysis of instructional goals and objectives, lesson plans, teaching methodologies, motivational techniques, classroom management, and student evaluation, and the use of appropriated instructional materials in a special needs classroom. Prerequisite: accepted candidate in Teacher Education.

Field-Based Experience Courses

195L Field-Based Experience I (spring freshman year) 1 semester hour
A semester-long 20 hours of field experience in a public school that matches the candidate's content and level of each program area. Candidates will be introduced to the co-teaching model and observe/assist in various teaching methods and strategies, and instructional technologies their cooperating teacher employs in the classroom. Candidates will also be introduced to the 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: Purchase LiveText, cleared background check, and PPD health screening. Failure to pass this course in two attempts will result in dismissal from the Teacher Education program. Grading option: Pass/Fail

295L Field-Based Experience II (fall sophomore year) 1 semester hour
A semester-long 30 hours of field experience in a public school that matches the candidate's content and level of each program area to assist and observe school organization, technology integration, classroom management, teaching, and learning. Candidates will engage with diverse multicultural, at-risk, and special needs learners. Using the co-teaching model, candidates will co-plan a minimum of one lesson with their cooperating teacher that incorporates technology. Pre-requisite: EDUC 195L. Failure to pass this course in two attempts will result in dismissal from the Teacher Education program. Grading option: Pass/Fail

296L Field-Based Experience III (spring sophomore year) 1 semester hour
A semester-long 30 hours of field experience in a public school that matches the candidate's content and level of each program area. Candidates will observe, assist, and provide classroom support for their cooperating teacher as needed. Candidates will engage with diverse multicultural, at-risk, and special needs learners. Using the co-teaching model, candidates will co-plan and co-teach a minimum of two lessons that incorporates technology. Pre-requisite: EDUC 295L. Failure to pass this course in two attempts will result in dismissal from the Teacher Education program. Grading option: Pass/Fail

395L Field-Based Experience IV (fall junior year) 1 semester hour
A semester-long 25 hours of field experience in a public school designed to provide elementary and special education majors opportunities to observe school organization, technology integration, management, teaching, and learning. Candidates will observe and assist the instruction of their cooperating teacher and gain experience working directly with students of diverse backgrounds. Using the co-teaching model, candidates will teach a minimum of three lessons that directly links theory and coursework and utilizes technologies that enhance the teaching approaches for the lessons. Pre-requisite: EDUC 296L. Failure to pass this course in two attempts will result in dismissal from the Teacher Education program. Grading option: Pass/Fail

396L Field-Based Experience V (spring junior year) 1 semester hour
A semester-long 25 hours of field experience in a public school designed to provide elementary and special education majors opportunities to further develop their technological pedagogical and content knowledge as well as their skills to teach diverse multicultural, at-risk, and special needs learners in an authentic practice. Using the co-teaching model, candidates will teach a minimum of four lessons that directly links theory and coursework and utilizes technologies that enhance the teaching approaches for the lessons. Pre-requisite: EDUC 395L. Failure to pass this course in two attempts will result in dismissal from the Teacher Education program. Grading option: Pass/Fail

397L Field-Based Secondary Classroom Experience VI (spring junior year) 1 semester hour
A semester-long 45 hours of field experience in a public school designed to provide secondary or PK-Adult education majors opportunities to further develop their technological, pedagogical, and content knowledge as well as their skills to teach diverse multicultural, at-risk, and special needs learners in an authentic practice. Using the co-teaching model, candidates will teach a minimum of four lessons that directly links theory and coursework and utilizes technologies that enhance the teaching approaches for the lessons. Pre-requisite: EDUC 296L. Failure to pass this course in two attempts will result in dismissal from the Teacher Education program. Grading option: Pass/Fail

398L Field-Based Classroom Experience with Autism (spring junior year) 1 semester hour
A semester-long 30 hours of field experience in a public school designed to provide special education majors seeking an endorsement in Autism to further develop their knowledge, skills, and experiences serving students with Autism. Prerequisite: EDUC 384ASP Corequisite: EDUC 385ASP Grading option: Pass/Fail

Residency Courses

480A Residency I (fall senior year) 6 semester hour
Each candidate will spend a minimum of 250 hours per the first semester of the residency clinical in the classroom placement. Candidates will fully implement the co-teaching model and teach lessons that appropriately combine content, technologies and teaching approaches to enhance teaching and learning. Pre-requisite: Admission to Teacher Education. Corequisite: EDUC 465A/467A/468A. Failure to pass this course in two attempts will result in dismissal from the Teacher Education program. Candidates must pass this course to begin Residency II (EDUC 490B, 491B, 492B, 493B, 493C, or 493D). Grading option: Pass/Fail

490B Residency II/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 Residency II/Clinical experience. Grading option: Pass/Fail

491B Residency II/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 Residency II/Clinical Experience. Grading option: Pass/Fail

492B Residency II/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 Residency II/Clinical Experience. Grading option: Pass/Fail

493B Residency II/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: EDUC 494A. Prerequisites: Admission to Residency II/Clinical Experience. Grading option: Pass/Fail

493C Residency II/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: EDUC 494A. Prerequisites: Admission to Residency II/Clinical Experience. Grading option: Pass/Fail

493D Residency II/Clinical Exp Multi-categorical Special Education (K-6; 5-Adult) 12 semester hours
Participation and teaching in a special needs classroom 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 Residency II/Clinical Experience. Grading option: Pass/Fail

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 Residency II/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 21 semester hour core courses are required for all areas: ENGL 202A, 216B or 217B, 219B or 220B, 324B, 490, 497, and 498. A major GPA of 2.5 is required at the time of graduation. An additional requirement is an academic minor or second major selected outside the discipline of English.

The **Literature Concentration** requires the core courses as well as 3 hours of Literary Criticism (ENGL 414), 12 hours of literature courses chosen from the 200 level or above (including at least two 300-level literature course), and 3 hours of advanced writing (ENGL 325 or ENGL 326B).

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

The **Education Concentration** requires the core courses (21 hours) as well as 3 hours of Literary Criticism (ENGL 414), 3 hours of Rhetorical Theory (COMM/ENGL 323), 3 hours chosen from Advanced Creative Writing (ENGL 325) or Writing for the Community (ENGL 326B), and 9 hours of English courses at the 200 level or above, for a total of 39 hours in English. Students also must complete a minor in Foundations of Education (15 hours), including EDUC 100, 120A, 210SP, 212SP, and either PSYC 216 or 217. Upon graduation, students can pursue licensure by completing an Alternate Certification Option Pathway as outlined by the West Virginia Department of Education.

Minors

The requirements for a minor in **English - Literature** consist of 18 hours, including ENGL 202A, six semester hours chosen from ENGL 216B, 217B, 219B, and 220B, and 9 hours chosen from the 200 level or above, at least one of which must be at the 300 level.

The requirements for a minor in **Writing for New Media** consist of 18 hours of writing courses, including COMM/ENGL 323 (Rhetorical Theory), ENGL 324B (Writing in New Media); at least 3 hours of 200-level writing courses chosen from ENGL 200 (Creative Writing) or ENGL 204 (Professional and Technical Writing); at least 3 hours of 300-level writing courses chosen from ENGL 325 (Advanced Creative Writing) or ENGL 326B (Writing with the Community); at least 3 hours chosen from THFM 360 (Playwriting/Screenwriting) or ART 210 (Digital Illustration); and 3 additional hours of a writing-intensive internship (ENGL 394, Internship) to be approved by the English department.

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. The College strongly recommends students take ENGL 102A in their first or second year. Grade of C or better required. Prerequisite: ENGL 101A.

Courses at the 200 level include the gateway course for majors and minors and surveys of literary and rhetorical traditions and genres. Prerequisite: For any 200-level course is ENGL 101A.

200 Introduction to Creative Writing 3 semester hours
The study and writing of poetry, short fiction, and creative nonfiction. The student will participate in workshops and produce a portfolio. This course does not fulfill a general education requirement for Literature or Creative Arts. Offered every other fall.

202A Gateway to English Studies 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 and minors.

204 Professional and Technical Writing 3 semester hours
A study of workplace and technical writing in networked environments. This course emphasizes context and user analysis, data analysis/display, project planning, usability, ethics, and team writing. Typical genres include memos, website content development, user-experience (UX) reports, white paper reports, cover letters, and proposals. Prerequisite: ENGL 101A and ENGL 102A or 202B. Does not count for the general education literature requirement. Offered every other spring.

206B Drama and Film Studies 3 semester hours
A study of the "canonical" dramatic and cinematic texts and the relationship between drama and film. The course introduces students to the basics of film analysis and to the historical, cultural, and theoretical topics relevant to film and drama studies. Offered every other fall.

216B American Literature I 3 semester hours
Exploration and analysis of major works, themes, and movements in American literature up to the Civil War, with an emphasis on the relationship between history, civic ideals, and writing. Authors covered may include Anne Bradstreet, Ralph Waldo Emerson, Edgar Allen Poe, Frederick Douglass, Walt Whitman, Emily Dickinson, and more. Offered every other fall.

217B American Literature II 3 semester hours
Exploration and analysis of major works, themes, and movements in American literature from the Civil War to the present, with an emphasis on the relationship between culture(s), identity, and literature. Authors covered may include Mark Twain, Kate Chopin, Charles W. Chesnutt, William Faulkner, Toni Morrison, Kurt Vonnegut, and more. Offered every other spring.

219B British Literature I 3 semester hours
Exploration and analysis of major movements in British literature and a close study of selected works of major authors from the medieval period to the eighteenth century. Includes *Beowulf*, Geoffrey Chaucer, Shakespeare, John Milton, Aphra Behn, Phillis Wheatley, and Olaudah Equiano. Offered every other fall.

220B British Literature II 3 semester hours
Exploration and analysis of major movements in British literature and a close study of selected works of major authors from Romanticism through post-modernism. Includes analysis of the politics of the literary canon. Offered every other spring.

221 Global Literature 3 semester hours
A comparative study of world literature from the Age of Enlightenment to the present. Highlights "Western" and "Eastern" perspectives and explores how literature reflects and shapes cultural and social movements across time. Offered every other spring.

225B Literary Studies 3 semester hours
A survey of literary works within a movement, period, or tradition designated by the instructor. Announced each semester.

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. Offered every other fall.

228B Women in Literature 3 semester hours
An exploration of the how women write and are represented in literature, including analysis of narratives of female development, oppressive social structures, the roles of romantic love and friendship, the symbolism and imagery of women's sexuality, the power of voice (and silence), subversion, and the vital importance of everyday female experiences. Offered every other spring.

229B Appalachian Literature 3 semester hours
A study of selected folklore, poetry, fiction and creative nonfiction of Appalachia.

231B Environmental Literature 3 semester hours
A survey of modern and contemporary environmental literature, including sub-genres such as nature writing, climate fiction, and science writing. Offered every other fall.

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 (unless otherwise stated).

316B Shakespeare 3 semester hours
The study of selected plays by Shakespeare.

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. Cross-listed with COMM 323. Offered every other fall.

324B Writing in New Media 3 semester hours
An advanced writing course in which students create media such as podcasts, text-based videogames, and narrative journalism. Students will also learn theories of digital rhetoric, including methods of analyzing and composing in multimodal genres. Prerequisite: ENGL 101A and ENGL 102A or 202A. Offered every other fall.

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 in a different genre. Prerequisite: ENGL 200. Offered every other fall.

326B Writing for the Community 3 semester hours
A service-learning class that promotes civic engagement and participatory writing. Students collaborate with each other and community partners to complete projects such as grant proposals, nonprofit outreach, wikis, and an activist handbook, among other similar genres. Prerequisite: ENGL 102A/202B. Offered every other spring.

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. Potential topics include Gothic Literature in Context, South Asian Literature and Postcolonialism, and Adaptations of Octavia Butler's *Kindred*. Pre-requisite: 100- or 200-level literature course. Offered every other fall.

361 Literature and Genre 3 semester hours
A course exploring one or two literary genres. Emphasis on close readings of texts and genre theory. Potential topics include the Graphic Novel, Poetry and Politics, and American Naturalism. Pre-requisite: 100- or 200-level literature course. Offered every other spring.

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. Topics might include American Regionalism, the Literature of London, Russian literature, or West Virginia literature. Pre-requisite: 100- or 200-level literature course. Offered every other fall.

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, racial identity, and ethnic identity. Pre-requisite: 100- or 200-level literature course. Offered every other spring.

394 English Internship 1 – 6 semester hours
Applied field work under professional supervision supplemented by written reports. In general, 40 hours of supervised work are expected for each semester hour of credit. The course may be repeated for credit.

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, such as Jane Austen, Walt Whitman, Flannery O'Connor, or Toni Morrison, designated by the instructor. Announced each year. Pre-requisite: a 300-level ENGL literature course. Offered every other spring.

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. Offered every other fall.

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, Environmental Science, and Sustainability 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 students pursuing careers as field and lab technicians in areas that need considerable knowledge of biological and 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 101A, 233; either BIOL 297 or ENVS 297; either BIOL 335 or ENVS 335; either BIOL 498 or ENVS 498A; 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 31 semester hours including ENVS 101A, either 212 or 213; 233, 297, 315 or 316; 335, 350, 498A, and eight semester hours chosen from 200 level or above Environmental Science courses. Additional requirements are: BIOL 101, 102, 214, 314 or ENVS 394; CHEM 120, 121, 122, 123; MATH 195 and 196; and PHYS 221 and 222 or PHYS 251 and 252. Recommended but not required are ECON 115 or 116; 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 101A, 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 101A, 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.

Certificate

The requirements for a certificate in **Geospatial Analyst** consist of 24 semester hours including ENVS 101A, ENVS 233, ENVS 273, ENVS 323, ENVS 353, ENVS 383, ENVS 400.

This program prepares students to apply the science of geographic information with the technologies of geographic information systems (GIS), cartography and remote sensing to environmental questions. A geospatial analyst will employ software technologies, geospatial data are layered and analyzed to understand and communicate complex phenomena such as environmental impact, land cover change, climate change, and resource planning. This program prepares students for immediate entrance into the geospatial technologies' workforce.

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.

101A 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.

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 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 101A, 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 101A 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 101A 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.

254 Environmental Chemistry Techniques 1 semester hour
The laboratory will consist of a series of experiments focused on analytical and instrumental techniques used in the field of environmental chemistry. Students will be investigating standards and trace analyses of water, soil, and tissue materials using pH electrodes, potentiometry, spectrophotometry, voltammetry, and chromatography. Prerequisite: CHEM 122, 123; corequisite: ENVS 253. Not offered every year. This course is also offered as CHEM 254.

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 101A.

315 Natural Resource Management 4 semester hours
An examination of renewable natural resources with attention given to resource policies, economics, legal frameworks, impact analyses, valuation methodologies, and conservation. Pre-requisite: ENVS 101A, BIOL 102, CHEM 121. Lecture and laboratory. Not offered every year.

316 Conservation Biology 4 semester hours
The course examines the meaning and significance of biodiversity from local to global scales. Current and emerging threats to biodiversity, including extinction, habitat fragmentation, land use change, over exploitation, invasive species, and global climate change are explored. Efforts to manage and maintain biodiversity, including how human activity impacts conservation efforts, natural resource policy and management, as well as the social, political and ethical decisions for conservation management are discussed. Laboratory included. Prerequisites: ENVS 101A, BIOL 102, CHEM 121.

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 101A. 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 101A, ENVS 233 or permission of instructor. Not offered every year.

335 Environmental Issues Seminar 1 semester hour
An informal seminar where students and faculty discuss research papers and scientific articles of importance. The focus is on papers published in current journals. This course should be taken junior year as the second of three Capstone courses. Prerequisite: ENVS 297. Can be retaken for credit.

350 Research Methods 4 semester hours
Methods for design, sampling, and statistical analysis of environmental research. A laboratory class with emphasis on techniques for assessing terrestrial and aquatic ecosystems, including use of field equipment. Students will design, conduct, and analyze a research project working in small groups. Laboratory included. Prerequisites: ENVS 101A, BIOL 102, CHEM 121. This course is also offered as SRM 350.

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 101A, 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 101A 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 101A 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.

400 GIS Capstone 1 semester hour
This course will focus on test prep and execution of the ESRI Technical Certification exam. Exam must be passed to complete certificate degree requirements. Course prerequisites are ENVS 233, ENVS 273, ENVS 323, ENVS 353, or another Advanced GIS course.

498A 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 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 (45 hours) (listed in the Business section) and 21 additional hours including ECON 302, 381; FINC 408 and 498, plus 9 hours of selected Finance, Management, or Accounting electives from FINC 230, 304, 307, MGMT 323, or ACCT 213. A grade point average of 2.5 within the major is required.

Minor

The requirements for a minor in **Finance** consist of 24 semester hours including ACCT 111, 112; ECON 115, 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 115, 116, 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.

Forest Technology

The Biology, Environmental Science, and Sustainability department offers a two-year Forest Technology degree. The program prepares students to become professional foresters. The program focuses on hands-on learning while emphasizing the multidisciplinary and sustainable nature of forestry. Students will spend several hours a week outside developing practical skills.

The statement of purpose for Davis & Elkins College Forest Technology program is "*The Forest Technology degree at Davis & Elkins College will prepare you to become a professional forester. We bridge the knowledge and skills of a forestry education with cutting edge use of technology anchored in the principles of sustainability to inspire our students to engage the beauty of the natural world*."

Associate Program (A.S)

The requirements for a major in **Forest Technology** consist of 45 semester hours including SRM 101A, 111, 112, 115A, 116, 211, 212, 213, 214, 220A, 231, 232, 298, 394 (4 credits). Additional requirements are BIOL 100 or 102; ENVS 101A, 233, 323; MATH 193.

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.

106 Preparation for Graduate School 1 semester hour

This course assists students in exploring the graduate and professional school selection and admission process. Additionally, this course provides an overview of graduate entrance exams, as well as exam study and test taking strategies. Course content will be both general and individualized to meet specific professional and career aspirations of students.

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, who withdrew from a required nursing course, who have been provisionally admitted to the nursing program, or by recommendation of the nursing faculty. 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 and permission of the instructor.

161 Mid-Semester Learning Support for Nursing Students 1 semester hour

This is a B-term course for students in nursing courses needing additional academic support at midterm. Study habits, test-taking skills and content mastery will be addressed. Students will also focus on content-specific areas to ensure mastery of current course material. The primary objective of the course is to support students so that they can pass their current nursing courses and stay in progression within the nursing program. Prerequisite: Current enrollment in nursing classes and permission of the instructor.

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)

101 College 101 3 semester hours

This course provides all students with an introduction to the learning outcomes of the D&E First-Year Experience. These learning outcomes focus on communication, critical thinking, meaningful living, community, and benefitting from the various resources and support services available at D&E. Students will approach these learning outcomes by means of integrated activities geared toward academic practices, community building, and responsible independence as students and adults. They will finish the course prepared to succeed throughout their career as students at D&E.

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)

200 Cultural 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 and diverse populations.

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.

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 65 semester hours including BIOL 107, BIOL 108, SPSC 120, SPSC 213, SPSC 225, SPSC 305, SPSC 307, SPSC 309, SPSC 314, HLTH 107, HLTH 231A; HLTH 310, HLTH 330, HLTH 496, NURS 107, PSYC 200, BUSI 101, MGMT 201, MRKT 201 and 2 courses selected from the following SPSC 220, SPSC 260, SPSC 301, SPSC 310, SPSC 315, BUSI 280, OREC 220, OREC 310, or NURS 112C. Students are encouraged to minor in Business, Psychology, or Nonprofit Management.

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 website.

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 website.

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, Woodslore, Gaelic Language, Cajun Culture, Oral History, etc. For further information about courses, see the Augusta Heritage Center website.

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 103A, 104A, 105A, 106A, 290, 498, and 15 hours chosen from History electives. Of the 15 hours from History electives, at least 3 hours need to come from a 300-level course. 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)

103A United States History I 3 semester hours
Examines the basic political, economic, and social forces in formation and development of the United States before 1877. Emphasis on national development from the pre-colonial era through post-Civil War Reconstruction. Offered every Fall semester.

104A United States History II 3 semester hours
Continues the examination of basic political, economic, and social forces in the development of the United States from the late-19th century to the present day. Offered every Spring semester.

105A History of Civilization I 3 semester hours
A survey of civilization from the time of its urban and 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. Offered every fall.

106A History of Civilization II 3 semester hours
A sequel to History 105A, covering the period from the Renaissance to the present day. Emphasis is given to ideas, events, and personalities significant in the development of Western Civilization. Some consideration is directed to non-Western cultures. Offered every spring.

200 Introduction to Food History 3 semester hours
Examination of food from historical and transnational perspectives. Topics to be covered include (but aren't limited to): the origins of agriculture, the co-evolution of world cuisines and civilizations, the international exchange and spread of foods and food technologies, and the effects of the emergent global economy on food production, diets, and health. Not offered every year.

202 Introduction to Public History 3 semester hours
An introduction to ways historians put history in action in public space. The course explores topics including museum studies and history, collections and archives management, restoration and preservation, local and oral history, family history, community outreach and heritage management. Generally offered in the spring semester. Not offered every year.

203 Hollywood & History 3 semester hours
Examines twentieth century American culture, politics, and society through film. It explores the relationship between film and history using films as primary sources for understanding the past. Not offered every year.

211A West Virginia History 3 semester hours
Historical foundations and development of West Virginia and the Appalachian region, from the pre-colonial era, to statehood and up through the 20th century. Particular emphasis placed upon the political, economic, and cultural forces that have shaped the history of the state.

212A 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, religious, and political issues. Not offered every year.

213A History of Great Britain II 3 semester hours
A sequel to History 212, covering the period from the Stuart monarchs to the twenty-first century, with an emphasis on social and constitutional problems, especially in the context of the evolution of the multi-national British Empire. Not offered every year.

214A Modern Europe 3 semester hours
An interpretative study of the modern emergence of Europe, from the constitutional and industrial developments of the early nineteenth century to the aftermath of the Cold War. 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.

220 The Medieval World 3 semester hours
A comparison of various societies and polities that developed around the world between the fifth century and the fifteenth century. Specific geographic focuses will include the Western Christian world, the Muslim world, China, and the Americas. Not offered every year.

223A Twentieth Century U.S. History 3 semester hours
The course traces United States political, social, and cultural history from 1900 to the turn of the 21st century. Among the topics covered are industrialization and post-industrialization, social reform movements; the rise of mass media, technological changes, the emergence of the U.S. as a global power, and the end of the Cold War. Not offered every year. Prerequisite: HIST 104A.

230 The Reformations 3 semester hours
An examination of the ruptures and divisions that developed in Western Christianity during the later middle ages and the early modern period. The various movements of the Reformations are examined from theological, political, and social perspectives. Not offered every year.

235 The Colonial Atlantic World 3 semester hours
An investigation of the creation and development of various colonial societies in Africa and the Americas from the fifteenth century to the eighteenth century. Not offered every year. Prerequisite: HIST 106A.

265 Early Modern China and Japan 3 semester hours
A comparative study of the political, social, and intellectual developments that shaped societies in China and Japan from the fourteenth century to the nineteenth century. Not offered every year.

268 Empires and Imperialism 3 semester hours
An examination of various empires and imperial movements around the world, from eras ranging from the middle ages to the modern day. Not offered every year. Prerequisite: HIST 106A.

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 103A, 104A, 105A, 106A, and successful completion of at least two 200-level History courses.

304A Early American History 3 semester hours
Themes in early American history with an emphasis on diversity in the U.S.; focus on colonial clash and mix of cultures, generation of an American consciousness, federalism and democracy in national politics, expansion and immigration, and racial and sectional division. Not offered every year. Prerequisite: HIST 103A.

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 106A and at least one additional upper-level HIST course.

306 Civil War & Reconstruction 3 semester hours
This course explores the causes, course, and consequences of the American Civil War, from the 1840s to 1877. Themes to be examined include: the challenges of an expanding republic; slavery and emancipation as national problem; the experience of modern, total war; and the political and social challenges of Reconstruction. Not offered every year. Prerequisite: HIST 103A.

320 History of U.S. Foreign Policy 3 semester hours
This course will explore the history of American foreign policy since 1776, focusing on diplomatic and military interactions and the evolution of American strategic thought. Topics will range from the territorial expansion of the United States to the making of Cold War strategy and beyond. Not offered every year.

330 American Political Culture of the 20th Century 3 semester hours
This class will take a detailed look at the relationship of media, politics, and popular culture over the course of the twentieth century in American history. The politics of race, class, and foreign policy issues like the Cold War will be examined. During the semester, students will examine different aspects of the media and popular culture and consider how they have shaped the political terrain. Not offered every year. Prerequisite: HIST 104A.

350 The Renaissance 3 semester hours
An integrated study of the intellectual and artistic developments that transformed how Europeans perceived, analyzed, and portrayed the world from the thirteenth century to the sixteenth century. Includes substantial comparison to similar contemporaneous developments in Africa and Asia. Not offered every year. Prerequisite: HIST 105A.

353A The Third Reich 3 semester hours
An integrated study of the politics, society, culture, and diplomacy of the Third Reich from its inception until its fall in 1945. Not offered every year. Prerequisite: HIST 106A.

380A Life in the Ancient World 3 semester hours
A social history course that examines everyday life in ancient Egypt, classical Greece, and imperial Rome. Using political and economic history as a background, this course focuses on the experiences of ordinary people in terms of the social, religious, and economic dimensions of these three ancient cultures. Not offered every year. Prerequisite: HIST 105A.

381A Revolutions 3 semester hours
A comparative investigation of various political, social, economic, and cultural revolutions that have occurred around the world from the early modern period to the present day. Special attention paid to specific historiographical conceptions of "revolution" and the resulting differences in interpretation of these events, by both the people that experienced them directly and the historians that have written about them since. Not offered every year. Prerequisite: HIST 106A.

394 History Internship 3 semester hours
Supervised work experience in a history-related field, initiated by the student, who must prepare a proposal in consultation with a faculty advisor and a worksite supervisor. The student will submit a final report, and both the worksite supervisor and the faculty advisor will evaluate the internship.

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.

Honors Program (Senator Honors Community)

The Senator Honors Community supports students in exploring a vocation—the purpose and passion that makes for a meaningful and well-lived life. With the assistance of faculty and peer mentors, students are given additional support to reflect on personal passions in life and discover how to purposefully pursue them. Students complete a sequence of four, interdisciplinary courses, including: Introduction to Vocation, Current Issues in Professional Life, The Challenge of Organizational Change, and Honor's Seminar. Additionally, students are expected to complete two extracurricular activities per semester that encourage personal or academic growth, such as, leadership events, cultural events, or community service.

Requirements to Graduate from the Senator Honors Community:

The requirements for graduating from the Senator Honors Community are the completion of 12 credits of honor's courses and participation in two, approved extracurricular activities per semester. Students are required to maintain a 3.6 GPA.

Honors (HONR)

120 Introduction to Vocation 3 semester hours
The course will introduce students to the meaning of vocation by examining diverse readings from a variety of different disciplines including both religious and secular perspectives. Students will examine and reflect upon what a life lived with "passion and purpose" might look like or how we might be "called" to serve others in our professional and personal lives. This course meets the Religion or Philosophy requirement for the Baccalaureate Program of General Education.

220 Current Issues in Professional Life 3 semester hours
The course will examine the role of work in contemporary society by exploring questions and readings from a variety of fields and perspectives. Potential topics might include work-life balance, how we assign value or worth to work, the importance and limitations of professionalism and professional ethics, the potential conflict between our personal beliefs and the requirements of our job, the stages of professional and personal growth or declining trust in established institutions.

320 Vocation in the World: The Challenge of Organizational Change 3 semester hours
This course will examine how an individual's "passion and purpose" might be conveyed to others and made effective. Potential areas of examination could include how changes are made in organizations, effective means of communication among diverse groups, managing disagreements, compromises and failures, and working with groups, e.g., voters, patients, clients and customers, who may not share your "passion and purpose."

498 Seminar 3 semester hours
Students will work with a faculty mentor to complete a research project that will be presented to the campus community as part of a panel discussion or symposium that could include Davis & Elkins faculty, members of the local community or invited participants with expertise in the area under discussion. Students will be responsible for organizing the event.

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 62 credit hours including 26 semester hours of HTMT courses: 101, 150, 230, 250, 320, 330, 360A, and 498A. Additional requirements are ACCT 111, 112; BUSI 203, 205, 220; ECON 115 or 116; MATH 193; MGMT 201, 393; and MRKT 201, 325. A grade point average of 2.5 within the major is required.

Associate Program (A.A.)

The requirements for an Associate degree in **Hospitality and Tourism Management** are 40 credit hours, including 16 hours in these HTMT courses: 101,150, 230, 250, and 498A. Additional requirements are ACCT 111; BUSI 203; ECON 115 or 116; MATH 193; MGMT 201, 393; and MRKT 201. A grade point average of 2.5 within the major is required.

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

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.

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 2027, 2030, 2033.

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 2025, 2028, and 2031.

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

360A Restaurant Management 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. Quality service will be taught as it pertains to dining facilities. The experiential learning phase will include serving guest food and beverages, interpreting the menu, handling money, checking safety and sanitation, and catering special events. Each student will be required to complete a minimum of 40 hours of supervised practicum. Prerequisite: HTMT 150, HTMT 250, MRKT 201, and permission of the instructor. Offered spring semester ever three years.

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.

498A Hospitality and Tourism Seminar 3 semester hours

A capstone preparation 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. AA student is not required to take twice if he/she continues to complete BA.

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 (45 hours) (listed in the Business section), MGMT 203, 310, 323, and 3 additional hours of MGMT. A grade point average of 2.5 within the major is required.

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 9 semester hours of MGMT 101, 205, and 390.

Minor

The requirements for a minor in **Nonprofit Management** consist of 18 hours including MGMT 201; MRKT 201; BUSI 280, 285N, 496N, and one 3-credit elective from among the following: ACCT 330, ENGL 204, ENGL 326B, MGMT 205, MRKT 325.

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 or permission of the instructor.

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.

230 Leadership Skills in Management 3 semester hours
Leadership skills are essential in our professional and personal lives. This course shares research and best practices in leadership, and requires students to apply these in class exercises and assignments. Prerequisite: MGMT 201

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 (45 hours) (listed in the Business section) and 12 additional hours consisting of MRKT 325, 330, 335, and 491. A grade point average of 2.5 within the major is required.

Minor

The requirements for a minor in **Marketing** consist of 18 semester hours including BUSI 101; and MRKT 201, 325, 330, 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.A. or B.S.)

The major in **Mathematics** for a Bachelor of Science Degree with a focus in Pure Mathematics. The following 27 semester hours of courses are required: MATH 196, 201, 202, 205, 312, 313, 315, 498B. In addition to these courses, the following 20 semester hours are required: twelve semester hours chosen from MATH 104, 135, 180, and 300 level courses (no more than 6 of these hours may be at the 100 level); PHYS 251 and 252.

The major in **Mathematics Education, 5 – Adult** for a Bachelor of Arts Degree consists of 100 hours. Courses required are MATH 110, 135,180, 195, 196, 201, 205, 303, 312, 394A, and three semester hours of Mathematics courses numbered above 200. Additional requirements are PHYS 221 and 222 or PHYS 251 and 252. For students seeking 5-Adult certification, the following Professional Education courses: EDUC 100, 120A, 209, 210SP, 212SP, 317, 334A, and 467A. Field-based Experience: EDUC 195L, 295L, 296L, 395L, and 396L. Residency Courses: EDUC 480A, 493B, and 494A. Additional requirements are COMM 107A and PSYC 217. For students not seeking licensure, a Foundations of Education minor is required in lieu of the EDUC courses listed.

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, 135, 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 with a grade of C or better 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 with a grade of C or better 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 with a grade of C or better 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 with a grade of C or better 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 with a grade of C or better or exemption by placement exam.

135 Discrete Mathematics 3 semester hours
An appreciation course dealing with elementary concepts and applications of finite systems, sets, and relations, vectors and matrices, finite graphs and trees, finite-state machines, combinatorics, algorithms, and applications. Prerequisite: FND 112A with a grade of C or better or higher.

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 with a grade of C or better 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 with a grade of C or better 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 with a grade of C or better 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 with a grade of C or better 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 with a grade of C or better

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 with a grade of C or better

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, cardinality and an introduction to the concepts of groups, rings, and fields. Prerequisite: MATH 201 with a grade of C or better

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 with a grade of C or better, high school geometry or MATH 110 with a grade of C or better. 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 with a grade of C or better. 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 with a grade of C or better. Not offered every year.

313 Algebraic Structures 3 semester hours
Introductions to groups, rings, fields, modules, homomorphisms, and related topics. Prerequisite: MATH 205 with a grade of C or better. 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 with a grade of C or better. 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.

394A Practicum 3 semester hours
Applied field work under professional supervision. Students will observe and teach select classes in FND 112A, MATH 193, or MATH 195 under the supervision of the faculty of record. They will generate activities, assessments, and lessons while also assisting in providing student feedback which may include office hours or tutoring. They will meet with the faculty of record once a week for reflection and evaluation.

394B Practicum 1-6 semester hours
Applied field work under professional supervision supplemented by appropriate readings and written reports. In general, 40 hours of supervised work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisite: Permission of the instructor.

399 Independent Study 1-6 semester hours

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

498A Math Education Capstone 3 semester hours

Senior capstone work draws upon and extends the principles mastered in earlier course work. Capstone work will take the form of the generation of a unit of study appropriate for a secondary mathematics classroom. This will include pre and post assessments, activities, assignments, as well as lesson plans and study materials as approved by the faculty of record.

498B Math Major Capstone 3 semester hours

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 or poster, or some other 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

An integrated lecture and laboratory course which includes an introduction to the basic concepts of physics. It emphasizes practical application of physical laws to common occurrences. Physical descriptions are presented on how things move, the behavior of fundamental particles, electricity, magnetism, light and the study of the solar system, stars and galaxies. Prerequisite: FND 112A (Cross-listed with PHYS 105)

Nursing

The College offers two nursing degrees: Associate in Science in Nursing (ASN) and Bachelor of Science in Nursing (BSN). The following nursing programs are offered: Associate in Science in Nursing, Associate in Science in Nursing (LPN-ASN Advanced Placement), Bachelor of Science in Nursing, Bachelor of Science in Nursing (Accelerated), and Registered Nurse to Bachelor of Science in Nursing (RN-BSN) online Completion Program.

Nursing Mission

The faculty of the Division of Nursing of Davis & Elkins College supports the beliefs and general purposes of the college. The mission of the Division of Nursing is in concert with the college's mission "*To prepare and inspire students for success and for thoughtful engagement in the world."* The mission of the Division of 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.

Nursing Philosophy

The Davis & Elkins College nursing faculty ascribes to the core competencies for nursing and nursing education identified by the Quality and Safety Education for Nurses (QSEN). The competencies are noted in italics in the following statement of philosophy. While firmly based in science and the arts, the essence of nursing is caring and compassionate *patient-centered care*. Ethical standards, respect for individual dignity, and consideration of cultural context are implicit in the practice of *patient-centered care*. The nurse advocates for patients and families in ways that promote self-determination, integrity, and ongoing growth as human beings. Nursing care is provided in *collaboration* with the patient, the family and members of the health care team. The nurse displays a spirit of inquiry by *examining evidence* to improve *quality of care*, promote safety, and improve patient outcomes. Nursing judgment is integral to making competent decisions related to the provision of safe and effective nursing care. *Information* essential to nursing care is communicated via a variety of technological and human means. The adoption of these key philosophical components fosters the development of the nurse's professional identity.

Academic Advising

Every student will be assigned an academic advisor. The advising will be conducted through diverse methods. 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.

§19-3-3. Application for Licensure by Examination as a Registered Nurse.

3.1. An applicant for licensure by exam as a Registered Nurse shal

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 thereof, as determined by the appropriate educational agency;

3.1.a.2. Be at least 18 years of age;

3.1.a.3. Have completed a prelicensure nursing education program approved by the board, or a program that meets criteria comparable to those established by the West Virginia Board of Registered Nurses in 19CSR01. An official transcript showing the type of degree and date conferred shall be sent directly to the office of the board from a board approved nursing education program with an affidavit of graduation from the nursing education program as proof of education. The board will not consider an application for approval until the final, official transcript is received in the board office; and,

3.1.a.4. The applicant shall submit state and federal criminal history records information using fingerprints or other biometric data from the Federal Bureau of Investigation and the agency responsible for retaining this state's criminal records.

3.1.a.5. Report any criminal conviction, nolo contendere plea, Alford plea, deferred judgment, or other pleas arrangements in lieu of conviction.

3.1.a.6. Report any condition or impairment (including but not limited to substance abuse, or a mental emotional or nervous disorder or condition) which in any way currently affects or limits your ability to practice safely and in a competent and professional manner.

3.1.a.7. Report any actions taken or initiated against any professional or occupational license, registration or certification.

3.1.a.8. Identify any state, territory or country in which the applicant holds a professional license or credential, if applicable. Provide the number and status of the license or credential as well as the original state or country of licensure or credentialing.

3.1.a.9. Provide employment information including current employer if employed in health care, including address, telephone number, position and dates of employment and previous employer in health care if any, if current employment is less than 12 months.

3.1.a.10. Provide information regarding whether the application previously applied for a license in another jurisdiction and either was denied a license, or withdrew the application or allowed the application to expire, if applicable.

3.1.a.11. Provide detailed explanation and supporting documentation for each affirmative answer to questions, as applicable, regarding the applicant's background.

3.1.a.12. Submit a completed board application and pay the required fee for licensure by examination set forth in the board's rule, Fees, 19 CSR 12. Payment shall be in the form established by the West Virginia Board for Registered Nurses. Application fees are not refundable, nor applicable to other test dates.

3.1a.13 An approved applicant for licensure by examination shall submit an application directly to the contracted test service for the National Council Licensure Examination (NCLEX-RN) with the application fee prior to the date the applicant wishes to take the examination. The authorization to test for any one application is valid for 90 days, and may not be extended.

3.1.b. Applicants seeking licensure as veterans in lieu of the educational qualifications specified in subdivision 3.1.c. of this rule, and qualifying under W. Va. Code §30-24-1 et seq. an applicant who is a veteran shall:

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

3.1.b.2. Be at least 18 years of age;

3.1.b.3. Have served on active duty in the medical corps of any of the armed forces of the United States and have successfully completed the course of instruction required to qualify her or him for-the level of academic training as determined by the National Council of State Boards of Nursing that is equal to that received by a student studying and training for a similar health occupation in civilian life;

3.1.b.4. Be honorably discharged from military service; and,

3.1.b.5. The applicant shall submit to West Virginia and federal criminal background checks.

3.1.b.6. Report any criminal conviction, nolo contendere plea, Alford plea, deferred judgment, or other pleas arrangements in lieu of conviction.

3.1.b.7. Report any condition or impairment (including but not limited to substance abuse, or a mental emotional or nervous disorder or condition) which in any way currently affects or limits your ability to practice safely and in a competent and professional manner.

3.1.b.8. Report any actions taken or initiated against any professional or occupational license, registration or certification.

3.1.b.9. Identify any state, territory or country in which the applicant holds a professional license or credential, if applicable. Provide the number and status of the license or credential as well as the original state or country of licensure or credentialing.

3.1.b.10. Provide employment information including current employer if employed in health care, including address, telephone number, position and dates of employment and previous employer in health care if any, if current employment is less than 12 months.

3.1.b.11. Provide information regarding whether the application previously applied for a license in another jurisdiction and either was denied a license, or withdrew the application or allowed the application to expire, if applicable.

3.1.b.12. Provide detailed explanation and supporting documentation for each affirmative answer to questions, as applicable, regarding the applicant's background.

3.1.b.13. Submit a completed board application and pay the required fee for licensure by examination set forth in the board's rule, Fees, 19 CSR 12. Payment shall be in the form established by the West Virginia Board of Examiners for

Registered Professional Nurses. Application fees are not refundable, nor applicable to other test dates.

3.1.b.14. An approved applicant for licensure by examination shall submit an application directly to the contracted test service for the National Council Licensure Examination (NCLEX-RN) with the application fee prior to the date the applicant wishes to take the examination. The authorization to test for any one application is valid for 90 days, and may not be extended.

3.1.c. Applicants educated outside the United States or United States Territory shall:

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

3.1.c.2. Be at least 18 years of age;

3.1.c.3. Submit the Credentials Evaluation Service (CES) Professional Report certificate (CES) and English Language Proficiency (ELP) Exam issued by the commission on graduates of foreign nursing schools (CGFNS), unless the applicant meets the CGFNS criteria for an exemption from the ELP requirement;

3.1.c.4. The applicant shall submit to West Virginia and federal criminal background checks.

3.1.c.5. Report any criminal conviction, nolo contendere plea, Alford plea, deferred judgment, or other pleas arrangements in lieu of conviction.

3.1.c.6. Report any condition or impairment (including but not limited to substance abuse, or a mental emotional or nervous disorder or condition) which in any way currently affects or limits your ability to practice safely and in a competent and professional manner.

3.1.c.7. Report any actions taken or initiated against any professional or occupational license, registration or certification.

3.1.c.8. Identify any state, territory or country in which the applicant holds a professional license or credential, if applicable. Provide the number and status of the license or credential as well as the original state or country of licensure or credentialing.

3.1.c.9. Provide employment information including current employer if employed in health care, including address, telephone number, position and dates of employment and previous employer in health care if any, if current employment is less than 12 months.

3.1.c.10. Provide information regarding whether the application previously applied for a license in another jurisdiction and either was denied a license, or withdrew the application or allowed the application to expire, if applicable.

3.1.c.11. Provide detailed explanation and supporting documentation for each affirmative answer to questions, as applicable, regarding the applicant's background.

3.1.c.12. Submit a completed board application and pay the required fee for licensure by examination set forth in the board's rule, Fees, 19 CSR 12. Payment shall be in the form established by the West Virginia Board of Examiners for Registered Professional Nurses. Application fees are not refundable, nor applicable to other test dates.

3.1.c.13. An approved applicant for licensure by examination shall submit an application directly to the contracted test service for the National Council Licensure Examination (NCLEX-RN) with the application fee prior to the date the applicant wishes to take the examination. The authorization to test for any one application is valid for 90 days, and may not be extended. If the applicant has taken and passed the NCLEX-RN previously, have the scores transferred to the West Virginia Board of Registered Nurses by Pearson VUE.

3.2. Temporary Permit for Exam Applicant.

3.2.a. A temporary permit may be issued to an applicant awaiting initial examination for licensure as a registered professional nurse The temporary permit expires 180 days following graduation, or until the date the applicant's licensing examination results are released to the office of the board by the National Council Licensure Examination (NCLEX-RN), whichever comes first. A temporary permit is not renewable.

3.2.b. The board shall not issue a temporary permit which permits the individual to practice registered professional nursing while awaiting initial examination for licensure and the reporting of the results of the examination until it has received and approved an application for licensure by examination.

3.2.c. The individual with a temporary permit is subject to all provisions of West Virginia Code § 30-7-1 et.seq. and all other relevant provisions of the West Virginia Code and rules promulgated by the board.

3.2.d. The individual with a temporary permit shall work under the direct supervision of a registered professional

nurse with an unencumbered license, until the applicant has successfully passed the NCLEX-RN and a license is issued.

Associate Degree Nursing Program

The Associate Degree nursing program is approved by the WV RN Board. 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 information about the program. This information can be obtained by writing the Accreditation Commission for Education in Nursing (ACEN) at 3390 Peachtree Road N.E., Suite 1400, Atlanta, GA 30326 or phone (404)975-5000.

The concept of educational mobility is incorporated into the associate degree program allowing LPN students to enter the curriculum with advanced placement. 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 End-of-Program Student Learning Outcomes:

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 Associate Degree 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 academic year. The academic year is defined as fall/spring/summer. Students have a maximum of two academic years at D&E to complete all the requirements prior to August 1 to be considered for admission to the nursing program. Therefore, a student has a maximum of 4 attempts on the TEAS test to achieve a 64% or higher.
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" while they are attempting to meet requirements. If requirements are not fully met after a maximum of 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, TASC, or other approved 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 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 academic year. The academic year is defined as fall/spring/summer. Students have a maximum of two academic years at D&E to complete all the requirements prior to August 1 to be considered for admission to the nursing program. Therefore, a student has a maximum of 4 attempts on the TEAS test to achieve a 64% or higher; and
4. Students who initially do not meet the requirements for admission to the nursing program may elect to be "pre-nursing" while they are attempting to meet requirements. If requirements are not fully met after a maximum of 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 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 academic year. The academic year is defined as fall/spring/summer. Students have a maximum of two academic years at D&E to complete all the requirements prior to August 1 to be considered for admission to the nursing program. Therefore, a student has a maximum of 4 attempts on the TEAS test to achieve a 64% or higher;
6. Transfer students from another nursing program submit a letter from the Director of the Nursing Program indicating good academic and social standing; and
7. Transfer students who have a failure in a nursing course at another Institution per that Institution's policy, will carry that failure over into the Davis & Elkins College (D&E) Nursing program. A subsequent failure within the D&E Nursing program (defined as less than a B in a required nursing course) will result in dismissal from the program with no option to return.
8. Students who initially do not meet the requirements for admission to the nursing program may elect to be "pre-nursing" while they are attempting to meet requirements. If requirements are not fully met after a maximum of 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:

- 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
- enrollment in and successful completion of FND 160: Nursing School Success Strategies

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 64 percent or better on the National League of Nursing (NLN) NCLEX Readiness PN Exam® (Remote Version HyFlex). Students may only take the exam two times per academic year. The academic year is defined as fall/spring/summer. Students have a maximum of two academic years at D&E to complete all the requirements prior to August 1 to be considered for admission to the nursing program. Therefore, a student has a

maximum of 4 attempts on the NLN NCLEX Readiness PN Exam® (Remote Version HyFlex) to achieve a 64% or higher. 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 108A; 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

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. Students who withdraw or take a Leave of Absence from the program at any point must apply for readmission in writing to the Program Director in 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 and successful completion of FND 160; Nursing School Success Strategies; 2 semester hours

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

You may be required to submit a new criminal background check because criminal background checks are only good for 6 months. Clinical facilities may limit or prohibit students with criminal histories from participating in clinical experiences. Therefore, if you believe your background check contains new information please talk to your Program Director. Additionally, a current urine drug screen may be required.

Associate Degree Nursing Program Academic Policies

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

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

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

Nursing majors receive a *Division of Nursing Student Handbook*, which outlines program policies, including those pertaining to assessment, admission, progression, retention and suitability. The 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.

Graduation Requirements

The requirements for **Associate in Science in Nursing** consists of 72 total 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 nursing division. The

student must complete all graduation requirements of the college, established by the program, and required by the West Virginia RN Board.

The requirements for Associate in Science in Nursing consists of 48(49 for LPN and nursing transfer students –must take NURS 101) semester hours of Nursing courses including 100A, 105A, 108A, 109A, 115A, 201A, 202A, 203A, 204A, 206A, and 220A. Additional requirements are BIOL 107, 108, and PSYC 200. General education requirements include GES 101; ENGL 101A; 100 level COMM or COMM 221; SPSC 102 or 103; and PSYC 101 or SOCI 101 or 103.

Associate Degree Nursing Program (A.S.)

Typical Program of Progression

First Year

Fall Semester	Credit Hours
NURS 100A (Introduction to Nursing)	6.0
NURS 108A (Introduction to Pharmacology)	1.0
ENGL 101A	3.0
GES 101	3.0
PSYC 200	3.0
SPSC 102 or SPSC 103	1.0
Total	**17.0**

Spring Semester	Credit Hours
NURS 101A*	1.0
NURS 105A (Disruptions in Health I)	7.0
NURS 109A (Pharmacology)	2.0
NURS 115A (Disruptions in Mental Health)	3.0
PSYC101 or SOC101 or SOC103	3.0
Total	**15.0**
(Total for LPNs)	**16.0**

*** Required for LPN or Transfer students.**

Second Year

Fall Semester	Credit Hours
NURS 201A (Maternal-Newborn Nursing & Women's Health)	4.0
NURS 202A (Nursing Care of Older Adults)	2.0
NURS 203A (Disruptions in Health II)	8.0
ENGL 101A *	3.0
Total	**14.0**
*** (Total for LPNs)**	**17.0**

Spring Semester	Credit Hours
NURS 204A (Management of Care)	4.0
NURS 206A (Disruptions in Health III)	8.0
NURS 220A (Nursing Concept Synthesis)	3.0
COMM – 100 Level	3.0
Total	**18.0**

Total Nursing Credits Required = 48 Semester Hours
Total Credits Required for Graduation = 72 Semester Hours
(64 program hours plus 8 hours Anatomy & Physiology Prerequisites)

Typical Program of Progression

LPN to Associate of Science in Nursing (Advanced Placement)

Semester	Course	Credits
Spring	NURS 101A: Transition Seminar	1
	NURS 105A: Disruptions in Health I	7
	NURS 109A: Pharmacology	2
	NURS 115A: Disruptions in Mental Health	3
	PSYC 101, SOCI 101, or SOCI 103	3
	SPSC 102 or SPSC 103	1
		Total 17
Fall	NURS 201A: Maternal-Newborn Nursing & Women's Health	4
	NURS 202A: Nursing Care of Older Adults	2
	NURS 203A: Disruptions in Health II	8
	ENGL 101A	3
		Total 17
Spring	NURS 204A: Management of Care	4
	NURS 206A: Disruptions in Health III	8
	NURS 220A: Nursing Concept Synthesis	3
	COMM – 100 Level or COMM 221	3
		Total 18

Associate Degree 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 108A, PSYC 200.

101A 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.

105A 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 108A. Corequisites: NURS 109A, 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.

108A 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

109A 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 108A. Corequisites: NURS 105A, NURS 115A.

112C 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 108A. Corequisites: NURS 105A, NURS 109A.

130 TEAS Prep Course 1 semester hour (Theory-1)
Course designed to identify individual student strengths and weaknesses in the content areas on the ATI TEAS® (Test of Essential Academic Skills). Students are guided to improve in their areas of weakness thereby increasing the likelihood of achieving the standard set by the Division of Nursing for admission to nursing school.

201A 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 105A, NURS 109A, 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 105A, NURS 109A, NURS 115A. Corequisites: NURS 201A, 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 105A, NURS 109A, NURS 115A. Corequisites: NURS 201A, 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 201A, 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 201A, 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 201A, NURS 202A, NURS 203A. Corequisites: NURS 204A, NURS 206A.

Baccalaureate Degree in Nursing

The West Virginia RN Board formerly, West Virginia Board of Examiners for Registered Professional Nurses (Board) in session on June 7, 2019 approved the Davis & Elkins College traditional 4-year pre-licensure baccalaureate of science in nursing degree program site visit report verifying the application contents and resources and provisionally approved the program.

The West Virginia RN Board, formerly West Virginia Board of Registered Nurses (Board) in session on June 10, 2022 provisionally approved the Davis & Elkins College accelerated baccalaureate degree nursing program.

On February 22, 2023, the National League for Nursing Commission on Nursing Education Accreditation (NLN-CNEA) Board of Commissioners granted the initial accreditation to the BSN program (4-year traditional and 3-year accelerated on-campus options). On May 5, 2023, the Accreditation Commission for Education in Nursing (ACEN) Board of Commissioners granted initial accreditation to the baccalaureate nursing program (both on-campus and online options).

Baccalaureate Degree End-Of-Program Student Learning Outcomes

The curriculum is organized around the QSEN Competencies and uses the NLN Competencies for Graduates of Baccalaureate Programs as a foundation. Successful completion of the program will enable the graduate to:

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 a commitment to lifelong learning. (P)

Admission Requirements

Admission of Pre-Nursing BSN Students
Students interested in first-year admission are required to:

1) Complete the online application at www.dewv.edu.
2) Request that an official transcript of the current high school record or the official GED, TASD, or other approved high school equivalency diploma or certificate be forwarded to the College.
3) Submit either SAT or ACT results. An ACT composite score of 20 or SAT score of 460 in Math and 500 in Verbal is recommended (must have been completed within the last two years) and;
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 meet admission requirements and be admitted to Davis & Elkins College.

For some students, the Test of English as a Foreign Language (TOEFL) or International English Testing System (IELTS) may be required. International students must earn a minimum score of 500 on the paper version of the TOEFL, a minimum score of 63 on the internet version of the test, a minimum score of 5.0 on the IELTS, or a minimum score of 45 on the PTE Academic test.

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 TDAP.

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 to Baccalaureate Degree Nursing Programs

Admission to the nursing program is competitive. Applicants must be academically and psychologically prepared for admission. The number of students enrolled in clinical nursing courses is limited by the availability of clinical facilities, the number of faculty, and any relevant regulation established by the West Virginia RN Board.

Applicants must meet the following requirements in addition to the College entrance requirements:

1. Cumulative GPA of 3.0 on a 4.0 scale from work completed at Davis & Elkins College;
2. Completion of 8 credits of Anatomy and Physiology with a grade of at least a "C";
3. Completion of the Assessment Technologies Institute, Inc. ® (ATI) Test of Essential Academic Skills (TEAS) with a minimum composite score of 64%. Students may only take the exam two times per academic year. The academic year is defined as fall/spring/summer. Students have a maximum of two academic years at D&E to complete all the requirements prior to August 1st to be considered for admission to the nursing program. Therefore, a student has a maximum of 4 attempts on the TEAS test to achieve a 64% or higher.
4. Transfer students from another nursing program submit a letter from the Director of the Nursing Program indicating good academic and social standing; and
5. Transfer students who have a failure in a nursing course at another Institution per that Institution's policy, will carry that failure over into the Davis & Elkins College (D&E) Nursing program. A subsequent failure within the D&E Nursing program (defined as less than a B in a required nursing course) will result in dismissal from the program with no option to return.
6. Students who initially do not meet the requirements for admission to the nursing program may elect to be "pre-nursing" while they are attempting to meet requirements. If requirements are not fully met after a maximum of 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.

7. The maximum number of students accepted into the Nursing program is limited by the West Virginia RN Board.

Readmission after Experiencing an Interruption from Regular Progression

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. Students who withdraw or take a Leave of Absence from the program at any point must apply for readmission in writing to the Program Director in 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 Baccalaureate Degree nursing program must complete the degree within six (6) academic years from the time of initial admission to the program.

Bachelor's Degree Nursing Program Academic Policies

Students must maintain a grade of B or better in each of the required nursing courses, and a grade of C or better in program prerequisites and cognates for progression in the program. Students in regular progression in the program will be given priority over students requesting to repeat a course in nursing. Due to the necessity for application of theory to clinical practice, a student must pass both clinical and theory portions of a nursing course. Clinical components are graded on a Satisfactory-Unsatisfactory basis with satisfactory equivalent to passing.

The grading scale for nursing courses is as follows:

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

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

Nursing majors receive a *Division of Nursing Student Handbook*, which outlines program policies, including those pertaining to assessment, admission, progression, retention and suitability. The 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.

Graduation Requirements for BSN Nursing Program

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 nursing division. The student must complete all graduation requirements of the college, established by the program, and required by the West Virginia RN Board.

The requirements for **Bachelor of Science in Nursing** consist of 94 total semester hours: 70 semester hours of Nursing courses including 100B, 105B, 108B, 109B, 201B, 202B, 203B, 204B, 205B, 206B, 220B, 301B, 303B, 304B, 306B, and 498B. Cognates required are BIOL 107, 108, NURS 107, NURS 112C, PSYC 200, SOCI 101 or 103, PHL 203, and MATH 180. General education requirements are GES 101, ENGL 101A, ENGL 102A, Literature, 100 level COMM or COMM 221, History, Creative Art, SPSC 102, and SPSC 103.

Typical Program of Progression
Bachelor of Science Degree in Nursing

FALL	CREDITS	SPRING	CREDITS
1st Year		**1st year**	
BIOL 107 – Anatomy	4	BIOL 108 – Physiology	4
ENGL 101A – College Writing I	3	NURS 112C – Medical Terminology	2
PSYC 200 - Life Span Development	3	ENGL 102A – College Writing II	3
GES 101 - College 101	3	History (103A, 104A, 105A, or 106A)	3
NURS 107 – Nutrition	3	Elective	3
		NURS 130- ATI Teas Preparation#	1
Total Credits for Semester	16	Total Credits for Semester	15 + 1#
2nd Year		**2nd Year**	
NURS 100B – Introduction to Nursing	6	NURS 105B – Disruptions in Health I	7
NURS 301B – Health Assessment	4	NURS 109B – Pharmacology	2
NURS 108B – Introduction to Pharmacology	1	NURS 202B – Nursing Care of Older Adult	2
SPSC 103– Physical Activity	2	COMM 100 level or 221	3
SOCI 101 or 103	1 3	ENGL (206, 216B, 217B, 218B, 219B, 220B, 225B, 226B, 227B, 228B, 229B, or 230B)	3
Total Credits for Semester	15	Total Credits for Semester	17
3rd Year		**3rd Year**	
NURS 205B – Disruptions in Mental Health	5	NURS 203B – Disruptions in Health II	8
NURS 303B – Community Nursing	4	NURS 201B – Maternal-Newborn Nursing & Women's Health	4
MATH 180 – Statistics	3		
SPSC 102 –Wellness Education	3	Creative Arts	3
Elective	1		
Total Credits for Semester	16	Total Credits for Semester	15
4th Year		**4th Year**	
NURS 206B – Disruptions in Health III	8	NURS 498B – Capstone	3
NURS 204B – Management of Care	4	NURS 306B – Nursing Leadership	6
NURS 304B – Evidence-based Practice	3	NURS 220B – Nursing Concept Synthesis	3
		PHL 203- Ethics	3
Total Credits for Semester	15	Total Credits for Semester	15
		Total Credits for Graduation	**124**

Total Nursing Credits Required = 70 Semester Hours

Typical Program of Progression for Accelerated 3-Year
Bachelor of Science Degree in Nursing

	FALL	CREDITS	SPRING	CREDITS	SUMMER	CREDITS
Pre-Nursing					BIOL 107 – Anatomy BIOL 108 – Physiology NURS 130– ATI Teas Preparation #	4 4 1
					Total Credits for Semester	**8+1#**
1st Year	NURS 100B – Introduction to Nursing NURS 301B – Health Assessment NURS 108B – Introduction to Pharmacology GES 101 – College 101 NURS 112C – Medical Terminology	6 4 1 3 2	NURS 105B – Disruptions in Health I NURS 109B – Pharmacology NURS 202B – Nursing Care of Older Adult PSYC 200 – Life Span Development NURS 107 – Nutrition	7 2 2 3 3	ENGL 101A – College Writing I HIST (103A, 104A, 105A, or 106A) Elective Elective	3 3 3 3
	Total Credits for Semester	**16**	Total Credits for Semester	**17**	Total Credits for Semester	**12**
2nd Year	NURS 205B – Disruptions in Mental Health NURS 303B – Community Nursing SPSC 103– Physical Activity SOCI 101 or 103 ENGL 102A– College Writing II	5 4 1 3 3	NURS 203B – Disruptions in Health II NURS 201B – Maternal-Newborn Nursing & Women's Health SPSC 102 –Wellness Education ENGL (206, 216B, 217B, 218B, 219B, 220B, 225B, 226B, 227B, 228B, 229B, or 230B)	8 4 1 3	COMM 100 level or 221 MATH 180 – Statistics Creative Arts	3 3 3
	Total Credits for Semester	**16**	Total Credits for Semester	**16**	Total Credits for Semester	**9**
3rd Year	NURS 206B – Disruptions in Health III NURS 204B – Management of Care NURS 304B – Evidence-based Practice	8 4 3	NURS 498B – Capstone NURS 306B – Nursing Leadership NURS 220B – Nursing Concept Synthesis PHL 203 – Ethics	3 6 3 3		
	Total Credits for Semester	**15**	Total Credits for Semester	**15**		
					Total Credits for Graduation	**124**

 # Optional course-highly recommended
Total Nursing Credits Required = 70 Semester Hours
Total Credits for Graduation= 124 Semester Hours

Baccalaureate Degree Nursing Courses (NURS)

Courses are designed with emphasis on the QSEN Competencies and Professionalism as curriculum organizers.

100B 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 108B, NURS 301B.

105B 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. Prerequisites: NURS 100B, NURS 108B, NURS 301B. Corequisite: NURS 109B, NURS 202B.

107 Nutrition 3 semester hours (Theory-3)
A basic approach to the study of nutrition as it relates to human health and disease.

108B Introduction to Pharmacology 1 semester hour (Theory -1)
This non-clinical course focuses on the nurse's role and responsibility in the safe administration of medication. Topics will include: pharmacokinetics, pharmacodynamics, contemporary issues in pharmacology, the interface between pharmacology and QSEN (Quality and Safety Education for Nurses) concepts, and antibacterial and anti-infective drugs. Pre-requisite: Admission to the Nursing Program. Corequisite: NURS 100B, NURS 301B.

109B 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 100B, NURS 108B, NURS 301B. Corequisites: NURS 105B, NURS 202B.

112C Medical Terminology 2 semester hours (Theory-2)
This course provides a foundation for understanding the language associated the medical field. Emphasis is placed on logical understanding of word parts. Students will explore of each body system through use of medical terms which describe the anatomy, physiology, and disease processes of that system. Practice exercises in word analysis are provided.

130 TEAS Prep Course 1 semester hour (Theory-1)
Course designed to identify individual student strengths and weaknesses in the content areas on the ATI TEAS® (Test of Essential Academic Skills). Students are guided to improve in their areas of weakness thereby increasing the likelihood of achieving the standard set by the Division of Nursing for admission to nursing school.

201B 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 205B, NURS 303B. Corequisite: NURS 203B.

202B Nursing Care of Older Adults 2 semester hours (Theory-2)
This is a nonclinical course focusing on nursing care adaptations for safe and effective care of the older adult. This course will explore the concept of aging as a healthy developmental process with a particular focus on older adults as active, independent, and contributing members of the community. Content includes changes of aging, coping with chronic disorders in late life, available resources and caring for elders and their caregivers. Prerequisites: Prerequisites: NURS 100B, NURS 108B, NURS 301B. Corequisite: NURS 105B, NURS 109B.

203B 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 205B, NURS 303B. Corequisite: NURS 201B.

204B 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 201B, NURS 203B. Corequisite: NURS 206B, NURS 304B.

205B Disruptions in Mental Health for BSN 5 semester hours (Theory-3, Clinical-2)
This course focuses on mental health and mental illness including genetics, brain functioning, developmental level, and social and physical environments. Emphasis is placed on health promotion, therapeutic communication and the development of the nurse-patient relationship in the care of patients with mental health disruptions, addictions and behavioral disorders. 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 105B, NURS 109B, NURS 202B. Corequisite: NURS 303B

206B 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 201B, NURS 203B. Corequisite: NURS 204B, NURS 304B.

220B 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 204B, NURS 206B, NURS304B. Corequisite: NURS 306B, NURS498B.

301B Health Assessment for BSN 4 semester hours (Theory 3, Clinical 1)
This course 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. Prerequisites: Admission to the Nursing Program. Corequisites: NURS 100B, NURS 108B.

303B Community Nursing for BSN 4 semester hours (Theory 3, Clinical 1)
This course focuses on providing patient-centered care to the individual, family, and community as clients. Epidemiological concepts including primary, secondary, and tertiary prevention are addressed. Global, national, state, and local health care systems will be compared on the bases of political, economic, and social factors. This practicum portion of this course provides a framework for identifying, analyzing and planning for health care needs of vulnerable populations based on the objectives of Health People 2020. Students will complete a community assessment and plan a community project using informatics and technology to access data, document, and communicate findings. Prerequisites: NURS 105B, NURS 109B, NURS 202B. Corequisite: NURS 205B.

304B Evidence-based Practice 3 semester hours (Theory 3)
This course 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. Prerequisites: MATH 180, NURS 201B, NURS 203B. Corequisite: NURS 204B, NURS 206B.

306B Nursing Leadership 6 semester hours (Theory 5, Clinical 1)
This course focuses on the analysis, integration and application of principles of leadership 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 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 leader in selected healthcare settings. Students will be expected to integrate knowledge of nursing leadership and organization sciences as they apply to nursing practice. Prerequisites: NURS 204B, NURS 206B, NURS304B. Corequisite: NURS 220B, NURS 498B.

498B Nursing Capstone for BSN 3 semester hours (Theory 3)
Students investigate primary literature to begin to answer a health-related question. The student will demonstrate skills in communicating scientific information, methods of data interpretation and reporting analysis of data to a group of colleagues. Prerequisites: NURS 204B, NURS 206B, NURS304B. Corequisite: NURS 220B, NURS 306B.

Online RN – BSN Degree Completion Program

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.

RN-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. (I)
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 applicate 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; a grade of C or higher in all nursing courses; 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 credits within the student's study timeframe of BSN program at D&E) toward their BSN. All RNs must submit their required professional education credits to their academic advisor at least one month before their graduation date.

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 RN Board. "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 or 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)
Communication		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 8 credits during the 8-week session. The program can be completed in 12 months of study.

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 300AE, 301AE, 302AE, 303AE, 304AE, 305AE, 306AE, 400AE. Additional requirements are ART 110AE, MATH 120AE, HIST 110AE, and PHL 110AE.

RN-BSN Fall Admission Full-Time Typical Program of Progression

SEMESTER	ROTATION	COURSE	CREDITS
FALL	1 (8 weeks)	NURS 300AE – Transition to Professional Nursing	3
		HIST 110AE– History of the United States Healthcare	3
	2 (8 weeks)	NURS 301AE – Health Assessment	4
		NURS 302AE– Quality and Safety in Nursing	4
WINTER	1 (8 weeks)	NURS 305AE – Trends and Issues	3
		ART 110AE – Health, Healing and the Fine Arts	3
	2 (8 weeks)	NURS 303AE – Community Nursing	4
		MATH 120AE – Statistics and Data Analysis	3
SUMMER	1 (8 weeks)	NURS 304AE – Evidence-Based Practice	3
		NURS 306 AE– Nursing Leadership and Management in Healthcare	4
	2 (8 weeks)	PHIL 110AE – Ethical Perspectives in Healthcare	3
		NURS 400AE– Nursing Capstone	3

RN-BSN Summer Admission Full-Time Typical Program of Progression

SEMESTER	ROTATION	COURSE	CREDITS
WINTER	1 (8 weeks)	NURS 300AE – Transition to Professional Nursing	3
		ART 110AE – Health, Healing and the Fine Arts	3
	2 (8 weeks)	NURS 303AE – Community Nursing	4
		MATH 120AE – Statistics and Data Analysis	3
SUMMER	1 (8 weeks)	NURS 304AE – Evidence-Based Practice	3
		NURS 306AE – Nursing Leadership and Management in Healthcare	4
	2 (8 weeks)	NURS 301AE – Health Assessment	4
		PHIL 110AE – Ethical Perspectives in Healthcare	3
FALL	1 (8 weeks)	NURS 305AE – Trends and Issues	3
		HIST 110AE – History of the United States Healthcare	3
	2 (8 weeks)	NURS 302AE – Quality and Safety in Nursing	4
		NURS 400AE – Nursing Capstone	3

RN-BSN Degree Course Descriptions

NURS 300AE 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 301AE 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. Pre-requisite: NURS 300AE

NURS 302AE 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 303AE 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. Prerequisite: NURS 300AE

NURS 304AE 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: MATH 120AE

NURS 305AE Trends and Issues 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 306AE 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 400AE 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. Pre-requisite: All nursing courses

ART 110AE 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 110AE 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 120AE 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 110AE 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. The program trains students for employment in areas such as Club or Commercial Recreation Management, Public Recreation Management, or Non-Profit Recreation Management.

Baccalaureate Program (B.S.)

The requirements for a major in **Outdoor Recreation Management** consist of 57-60 semester hours including: ACCT 111, 112; BUSI 203, 380; ECON 115 or 116; MGMT 201, 393; MRKT 201 (it is strongly advised that majors also take MRKT 306A); SPSC 225; OREC 100, 365, 400, 496; 12 semester hours chosen from OREC courses 200 level or above; and 6 semester hours chosen from OREC 101 – 108. A grade point average of 2.5 within the major is required.

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

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.

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.

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.

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.

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)

101A Astronomy 4 semester hours
Observations and explanations of celestial phenomena are combined with studies of the history of astronomy and of current theories and problems. This class will include a lab component covering a wide range of topics involved in astronomy. The planetarium will also be utilized.

105 Concepts of Physics 4 semester hours
An integrated lecture and laboratory course which includes an introduction to the basic concepts of physics. It emphasizes practical application of physical laws to common occurrences. Physical descriptions are presented on how things move, the behavior of fundamental particles, electricity, magnetism, light and the study of the solar system, stars and galaxies. Prerequisite: FND 112A (Cross-listed with NSCI 105)

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, politics, or law, as well as those interested in becoming better citizens. Students interested in a law career are encouraged to minor in the Pre-Law program.

The Pre-Law minor provides a multidisciplinary approach to enhance the education of students who anticipate entering fields related to legal studies, policy making, criminal justice and politics. The required courses are also designed to prepare students for the Law School Admission Test (LSAT) and success in law school.

Baccalaureate Program (B.A.)

The requirements for a major in **Political Science** consist of 36 semester hours including: POLS 100A, 204A, 206A, 233B, 498, and 15 semester hours from the following courses: POLS 300, 304, 306, 310, 313, 394, 399, 404, 415, and Special Topics. For the remaining 6 hours of non-POLS courses, choose 3 hours from either PSYC 260, 350, or CRIM 350A and 3 hours from HIST 214A, 223A, 268, 320, 330, 353A, or 381A. 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, two 200-level POLS courses, and three 300-level POLS courses.

The requirements for a minor in **Pre-Law** consist of 18 semester hours including CRIM 209, 490; POLS 300; one course selected from COMM 121, MATH 104, or PHL 140; one course chosen from BUSI 220, CRIM 207, ENVS 320, or OREC 333; and one course chosen from COMM/ENGL 323, ENGL 414, or HIST 290.

Certificate

The requirements for a certificate in **Geopolitical Analyst** consist of 23 semester hours including POLS 101, ENVS 233, ENVS 273, ENVS 323, POLS 353, PYSC 350, ENVS 400.

This program prepares students to apply the science of geographic information with the technologies of geographic information systems (GIS), cartography and remote sensing to geopolitical research. A geopolitical analyst will research, review, and interpret the political systems of various geographical regions. Collect and analyze data, evaluate the effects of laws and policies, monitor current events, and forecast economic, social, and political trends. Geopolitics looks at the relations between countries and global consequences from political and economic factors.

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.

204A Comparative Politics 3 semester hours
This course introduces students to the basic concepts and issues for comparing political systems. Students will apply these concepts to a variety of settings through an exploration of the political culture and institutional structure of six countries.

206A Introduction to International Relations 3 semester hours
This course introduces students to the concepts and theories of international relations and provides a basis for the analysis of the international system and the variables producing cooperation and conflict.

233B 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.

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 Philosophy.

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.

353 Social Science Advanced GIS 4 semester hours

Application of Geographic Information Systems in social sciences as a tool to collect and analyze qualitative and quantitative data for sociospatial research (research that examines space, place and social indicators) and policy development. Course prerequisites are ENVS 233, ENVS 273, ENVS 323.

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.

394F Faith and Public Policy Internship 1-3 semester hours

Supervised work for students in fields related to Faith and Public Policy issues. Students work with faculty mentors and community mentors in the field to design and report on projects. In general, 40 hours of field work are expected per credit hour. Cross-listed with RELG 394F

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. Prerequisite or Corequisite: PSYC 260, 350, or CRIM 350A.

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.

The requirements for a minor in **Child & Family Studies** consists of 18 semester hours including PSYC 200, 216, 217; CRIM 335, EDUC 203SP, HLTH 231A.

The requirements for a minor in **Pre-Art Therapy** consists of 19 semester hours including ART 319, 396; PSYC 200, 324; ART 101 or 207A; ART 104A or 120; and one elective chosen from ART 105A, ART 125, ART 130, PSYC 103, or PSYC 412. (Art majors must choose one of the Psychology electives (PSYC 103 or PSYC 412) and Psychology majors must choose one of the Art electives (ART 105A, 125, or ART 130).)

Certificate

The requirements for a certificate in **Psychology Analyst** consist of 23 semester hours including PSYC 101, ENVS 233, ENVS 273, ENVS 323, PSYC 353, PYSC 350, ENVS 400.

This program prepares students to apply the science of geographic information with the technologies of geographic information systems (GIS), cartography and remote sensing to sociospatial research. A psychology analyst uses a variety of skills for the integration of a spatial perspective in social research, analysis and policy development.

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 or POLS 100A

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 or POLS 100A. It is highly recommended that students take PSYC 260 before or concurrent with PSYC 350.

353 Social Science Advanced GIS 4 semester hours
Application of Geographic Information Systems in social sciences as a tool to collect and analyze qualitative and quantitative data for sociospatial research (research that examines space, place and social indicators) and policy development. Course prerequisites are ENVS 233, ENVS 273, ENVS 323.

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 203SP, 209; 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 of ENVS 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 the minor in **Pre-Ministry** consist of 15 semester hours, including either RELG 110 or 112, RELG 260, three credit hours of a 200-level or above Religious Studies course, and two of the following (from two different disciplines): BUSI 280, ENGL 200, ENGL 326B, MGMT 201, PHL 140, PHL 203, PSYC 412, or any other 200-level or higher course as approved by the chair of the Religious Studies department.

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.

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.

260 Preaching 3 semester hours

An introduction to the principles of, and the processes involved in, the preparation and delivery of sermons. This course will cover the breadth of skills needed for preaching including: exegesis, hermeneutics, theological and cultural analysis, sermon formation and delivery/performance. In practicums students will learn give and receive constructive, critical feedback on sermon formation and delivery. Prerequisite: RELG 110 or RELG 112.

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.

280 Religion and Culture 3 semester hours

This course encourages students to perceive and interpret elements of religious meaning in cultural expressions and artifacts. It explores ways in which cultural products and systems address questions which are intrinsically religious, such as: the nature of human beings in terms of physical, spiritual, and moral dimensions, the nature of good and evil, the problem of suffering, the desire for transcendence, the nature of human community, and the preservation of ways of addressing religious questions through tradition. Cultural areas studied may include (but are not limited to) literature, film, visual art, music, sports, and cooking. No prerequisites.

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.

394F Faith and Public Policy Internship 1-3 semester hours

Supervised work for students in fields related to Faith and Public Policy issues. Students work with faculty mentors and community mentors in the field to design and report on projects. In general, 40 hours of field work are expected per credit hour. Cross-listed with POLS 394F

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.

233B 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.

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 requirements for a minor in Spanish consist of 21 semester hours, including Intermediate-Mid Proficiency Certification or 12 transfer credit hours at the college level, plus 9 additional hours chosen from courses numbered 200 or above.

World Language Proficiency Certificate Program (P2P)

Through this program, qualified students enroll in a preparation program for language proficiency testing once per year. Though this program does not involve scheduled courses, students are supported by face-to-face and/or virtual communication sessions and log personal activity and progress during the year. Students will also learn to self-assess on a proficiency scale to more effectively track their progress. Students who qualify to participate in this program may not take the assessment in their "first language." Decisions about determining a student's "first language" will be made by the program coordinator.

Testing windows will be established at the end of each semester. Students can qualify for ungraded credit hours based on their overall score on the proficiency assessment. Generally, the testing windows will be in early November and mid-April, although special arrangements can be made for testing at other times.

Spanish P2P testing benchmarks

The four skills assessments (reading, writing, speaking, listening) will be averaged with "speaking" and "writing" counting double. The overall Proficiency Assessment Average (on a scale of 1.0 to 9.0) will be equivalent to the following credit hours:

3.0 = 3 credit hours (Novice High Certification)
3.5 = 6 credit hours (Novice High / Intermediate Low Certification)
4.0 = 9 credit hours (Intermediate Low Certification)
5.0 = 12 credit hours (Intermediate Mid Certification)

There is a $110 per credit hour fee for World Language credits.

Spanish Courses (SPAN)

209 Composition and Conversation 3 Semester Hours
Development of writing and speaking ability in extemporaneous contexts. Review of grammar as needed. Emphasis will be on conversation aligned with contexts relevant to a student's major. Offered on demand. Prerequisite: Intermediate Mid Certification or 12 semester hours transfer credit.

211 Professional Spanish 3 Semester Hours
Students further develop proficiency in Spanish by applying their language study to their major. Any of the majors offered at D&E could be adaptable to this course in which students curate the source material from (generally online) media that relate to their field of study. The course will have a "general Spanish" component as well as allow students to generate "major-specific" specialized vocabulary. Offered on demand. Prerequisite: Intermediate Mid Certification or 12 semester hours transfer credit

310 Hispanic Culture Through the Arts 3 Semester Hours
Students further develop proficiency in Spanish as well as develop an appreciation of Hispanic culture and civilization through contact with various art media, primarily film and literature, but also including architecture, art, music and foods. Offered on demand**.** Prerequisite: Intermediate Mid Certification or 12 semester hours transfer credit

399 Independent Study 1-3 Semester Hours
A maximum of 3 semester hours of Independent Study is allowable with pre-approval from the Spanish instructor and advisor. Students will develop a personal plan of study in collaboration with an instructor. Students may take this course more than once. Prerequisite: Intermediate Mid Certification or 12 semester hours transfer credit as well as 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 53 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, 112C; 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 47-62 semester hours including SPSC 108, 109, 120, 125, 201, 204, 213, 217, 218, 225 (or SPSC 115), 305, 306, 307, 309, and three semester hours of 496 or 15 hours including EDUC 493C and 494A. Additional requirements are BIOL 107 and 108, PSYC 217. If teaching certification is sought a minor in Education is required. Please refer to the Education listing for program admission requirements.

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, 220A, 225 (or SPSC 115), 230A, 301, 305, 307, 315, and three semester hours of 496; and any two classes selected from SPSC 309, 350, MGMT 101, any OREC course chosen from 200 level or above, any MRKT course chosen from 300 level or above. 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: any FINC course; any MGMT course chosen from 200 level or above (with the exception of MGMT 201), any MRKT course chosen from 300 level or above.

Minor

The requirements for a minor in **Athletic Training** consist of 24 semester hours including SPSC 230A, 260A, 317, 350; BIOL 107, 108; PHYS 105 or 221. 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.

220A Sport Organizational Technology 3 semester hours
A study of sports technology with introduction and exploration of technology utilized in sport organizational management.

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.

230A 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.

260A 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.

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.

Sustainable Resource Management

The Biology, Environmental Science, and Sustainability department offers an interdisciplinary program of study which stresses sustainable management of renewable and non-renewable natural resources. To serve the needs of students with differing career interests, three-degree specializations are offered: (1) Natural Resources Management, (2) Forest Resources Management, (3) Parks and Recreation Management.

Students choosing the **Natural Resource Management** specialization will be well-prepared for a variety of fields in natural resources, including graduate school or employment in industry or governmental agencies.

Students choosing the **Forest Resources Management** specialization meet the requirements as a civil service forester. Students will be well-prepared for graduate school or employment in industry or governmental agencies.

Student choosing the **Parks and Recreation Management** specialization will be well-prepared for a variety of fields managing recreation resources, including graduate school or employment in industry or governmental agencies.

Baccalaureate Programs (B.S.)

The requirements for a B.S. major in **Sustainable Resource Management** with a **Natural Resources Management** specialization consist of 36 semester hours including SRM 101, 201, 213, 215, 297, 305, 315, 335, 350, 498 and 6 semester hours chosen from additional 200 level or above Sustainable Resource Management, Environmental Science, or Biology courses. Additional requirements are ENVS 101A, 233, 320, 383; SUST 100; BIOL 101, 102, 214 (or SRM 214), 314 or ENVS 394 (4 credits); CHEM 120, 121, 122, 123; MATH 180 and 195.

The requirements for a B.S. major in **Sustainable Resource Management** with a **Forest Resources Management** specialization consist of 49 semester hours including SRM 101A, 111, 112, 115A, 116, 201, 211, 212, 213, 220, 231, 232, 297, 298, 335, 350, 498. Additional requirements are ENVS 101A, 233, 323; SUST 100; BIOL 101, 102 or CHEM 120, 121, 122, 123; BIOL 214 (or SRM 214), 314 (or ENVS 394 or SRM 394)(4 credits); MATH 180 and 195.

The requirements for a B.S. major in **Sustainable Resource Management** with a **Parks and Recreation Management** specialization consist of 39 semester hours including SRM 101, 201, 297, 335, 350, 498; OREC 100, 220, 250, 310, 320, 365, 460, 496 (3 credits). Additional requirements are ENVS 101A, 233; SUST 100; BIOL 101, 102, 214 (or SRM 214), 314 (or ENVS 394 or SRM 394) (4 credits); CHEM 120, 121, 122, 123; MATH 180 and 195.

Minor

The requirements for a minor in **Natural Resources Management** consist of 19 semester hours including SRM 101, 201, 215, 305; ENVS 101A and 4 semester hours chosen from additional 200 level or above Sustainable Resource Management courses.

The requirements for a minor in **Forest Resource Management** consist of 20 semester hours including SRM 101, 111, 112, 115, 116, 201, and 231.

The requirements for a minor in **Parks and Recreation Management** consist of 19 semester hours including SRM 101, 201; OREC 100, 250, 460 and 3 semester hours chosen from additional 200 level or above Sustainable Resource Management or Outdoor Recreation courses.

Sustainable Resource Management Courses (SRM)

101A Natural History of Appalachia 4 semester hours
An introduction to the geology, ecology, and natural history of the central Appalachian region, past and present. Topics are covered from an interdisciplinary perspective, with an emphasis in natural science. The influence of geology and natural ecosystems on the cultural development and contemporary issues of the region are a central theme of the course. The course includes classroom, laboratory, and outdoor experiences, including several short hikes and excursions.

111 Dendrology I 2 semester hours
Characteristics, distribution, and uses of tree species in North America. Identifying plant species using common and scientific names, from leaf, twig, fruit, or bark samples. Habitats, species associates, and succession of plants, including some invasive species. Fall (1 hour lecture, 4 hour lab)

112 Dendrology II 1 semester hours
Characteristics, distribution, and uses of tree species in North America. Winter identification of plant species using common and scientific names, from leaf, twig, fruit, or bark samples. Habitats, species associations, and succession of plants, including some invasive species. Spring (4 hour lab) Prerequisite: A grade C or better in SRM 111

115A Forest Measurements I 4 semester hours
Introduction to common field equipment and the techniques used to measure land and various forest resources. Concepts will be presented in lecture and applied during field labs. Standard sampling procedures will be implemented to collect data during field laboratory exercises and basic statistical analysis will be used to summarize and present findings in professional technical reports. (3-hour lecture, 3-hour lab) fall semester Prerequisite: placement into MATH 193 or higher on the math placement exam.

116 Forest Measurements II 3 semester hours
Topics include log grading, volume estimations, as well as measures of stand productivity, density, and growth. Direct measurement and indirect estimation of primary and secondary forest products will be performed. (2-hour lecture, 3-hour lab) spring semester. Prerequisite: SRM 115A.

201 Sustainable Resource Management 4 semester hours
Introduction to natural resource disciplines. Fisheries, wildlife, forestry, grasslands, climate, and water science. Participate in field exercises in terrestrial and aquatic ecosystems. Laboratory included. Prerequisite: SRM 101A, and BIOL 102 or ENVS 101A.

211 Timber Harvesting 3 semester hours
Student learns basic harvesting methods with an Appalachian emphasis and its relationship to other forest uses. Student understand the role of best management practices in timber harvesting. A technical competence in timber sale contract administration and basic timber appraisal is gained. Prerequisite: SRM 111, SRM 115A. (2 hour lecture, 3 hour lab)

212 Communication and Safety 2 semester hours
Students develop study skills, handwriting skills, computer skills and communication skills including how to use library services. A resume and cover letter will be prepared for use in the job search process. Students receive training on the proper use and maintenance of forest hand tools and chainsaws. Students receive advanced training in the use and maintenance of chainsaws, and skidding equipment. First Aid and CPR/AED are covered as well as wilderness first aid. Prepares students for living in remote areas. (1 hour lecture, 3 hour lab)

213 Natural Resource Economics 3 semester hours
This course serves to introduce students to the economics of natural resources. Fundamental economic principles and their application to forestry, wildlife, fisheries, and environmental problems will be explored. By the end of this course, students should develop a broader understanding of the impacts of these economic principles on the decision-making process regarding the utilization and conservation of natural resources by individuals, communities, and nations.

214 Forest Ecology 4 semester hours
Study of interactions between forest vegetation and the environment. Considers how sunlight, moisture, soils and climate impact species presence, composition and growth. Human dimension of forest ecology, including critical thinking and evaluation of environmental issues. Laboratory included. Prerequisite: SRM 101A, and BIOL 102 or ENVS 101A.

215 Watershed and Ecosystem Science 4 semester hours
The course covers the occurrence, movement, storage, and control of water (surface and ground water hydrology); the natural development of the landscape (geomorphology); the concept of the watershed as a bioregion and ecosystem; the development of the water resources for multiple purposes; the restoration of natural features in wetlands; and the social, cultural and institutional elements of watershed management. Prerequisites: SRM 101A, and BIOL 102 or ENVS 101A.

220A Wood and Forest Products 4 semester hours
Introduction to wood, wood products, and other traditional non-wood forest products. Topics covered include the processes involved in the manufacture of our major wood and forest products and the properties of the raw material affecting quality and use of those products including wood formation, anatomy, and chemistry as well as basic tree physiology. Labs will include field trips to area wood mills and wood industry (3 hour lecture, 3 hour lab)

231 Silviculture 4 semester hours
This course provides a detailed introduction to different silvicultural systems and practices, with an emphasis on the underlying ecological basis of silviculture and systems in the United States, particularly in Appalachia. Methods for quantifying and predicting forest growth. Marking timber stands for harvesting. Establishing new stands. (3 hours lecture, 3 hours lab). Prerequisites: SRM 101A, 111, 112, 115A.

232 Forest Ecosystem Protection 4 semester hours
Special topics course about the various biotic and abiotic disturbance agents that affect forest ecosystems. Students identify important forest insects and diseases of North America, as well as their effects on forest ecology. The concept of the fire regime, how variations in fire behavior, spatial patterns, and timing affect individual organisms, and the morphological, physiological, and behavioral traits. Students learn predisposing factors that increase susceptibility as well as propose effective management strategies to reduce impacts. (3 hours lecture, 3 hours lab). Prerequisites: SRM 101A, 111, 112.

235 Advanced Topics in Sustainable Resource Management 4 semester hours
An in-depth study of a sustainable resource management topic. The course may be repeated for credit if a new topic is chosen. Prerequisite: SRM 101A, BIOL 102 and ENVS 101A or appropriate for course.

297 Sustainable Resource Management Forum 1 semester hour
An informal forum intended for Sustainable Resource Management majors. 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. Prerequisites: SRM 101A and 201.

298 Forest Management Practices 3 semester hours
This is the capstone course for the Forest Technology degree. The course covers principles of forest management, including inventory, sustained yield, cost of forest management, silvicultural systems, regulation of cut, forest economics, tax strategies and challenges of multiple-use forestry. Students will complete a forest management plan using data collected and analyzed through previous courses. (3 hours lecture). Prerequisites: SRM 111, 112, 115A, 211, 231.

305 Wildlife Ecology and Management 4 semester hours
Students will learn about the principles of managing natural resources to support wildlife populations. Ecological concepts related to wildlife will be discussed as well as different habitat management techniques and their impact on wildlife, current issues in wildlife management, and management of public lands for wildlife. This course includes a unit on fisheries management that analyzes freshwater habitat improvement. re-requisites: SRM 101A, 201, ENVS 101A, BIOL 102, CHEM 121.

315 Natural Resource Management 4 semester hours
An examination of renewable natural resources with attention given to resource policies, economics, legal frameworks, impact analyses, valuation methodologies, and conservation. Pre-requisites: SRM 101A, 201, ENVS 101A, BIOL 102, CHEM 121. Lecture and laboratory. Not offered every year.

350 Research Methods 4 semester hours
Methods for design, sampling, and statistical analysis of environmental research. A laboratory class with emphasis on techniques for assessing terrestrial and aquatic ecosystems, including use of field equipment. Students will design, conduct, and analyze a research project working in small groups. Laboratory included. Prerequisites: SRM 101A, 201, ENVS 101A, BIOL 102, CHEM 121. This course is also offered as ENVS 350.

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 Sustainable Resource Management as the third of three Capstone courses.

Sustainability Studies

The Sustainability Studies major focuses on the relationship between human beings (both individually and collectively) and the natural world--the challenge of meeting the needs of the present (such as health, energy, food, shelter, and transportation) while ensuring a viable world for future generations. The major is designed as a transdisciplinary and experiential exploration of the three pillars of sustainability: environment, socio-cultural and economic perspectives. The Bachelor of Science degree in Sustainability Studies is designed to prepare students for graduate study or for positions of leadership in sustainable development, such as, economic development, social development and environmental protection.

Baccalaureate Program (B.S.)

The transdisciplinary major in **Sustainability Studies** consists of a minimum of 50 semester hours including: (1) SUST 100 to be completed by the end of the sophomore year; SUST 498; ENVS 100A OR 101A; OREC 350; MATH 180 or BUSI 204 or PYSC 260 (2) at least ten semester hours of Natural Science courses chosen from BIOL 100 or 101 and 102; CHEM 108 and 109 or 120/121 and 122/123; ENVS 233; ENVS 297; ENVS 335 (3) twelve semester hours of Socio-cultural perspectives courses chosen from ENGL 229B; ENGL 230B; COMM 221; COMM 330; OREC 100; PHL 140; PHL/POLS 250; PHL/SOCI 272; SOCI 223; PSYC 205; (4) twelve semester hours of Economic perspectives courses chosen from : HIST 217; ECON 115; GEOG 200; OREC 365; BUSI 380; ENVS 320; PHL/POLS 233A; BUSI 280; ENGL 204; ENGL 326B; and (5) community service (15 working and/or volunteer hours per semester with campus and/or local organizations that pursue sustainable initiatives). An additional requirement is an academic minor selected outside the discipline of Sustainability Studies. If selecting a minor in Biology, Environmental Science, or Sustainable Resource Management 12 credits must differ from those credits required for the SUST major.

Minor

A minor in **Sustainability Studies** requires 18 hours, including SUST 100, and 4 credits chosen from Natural Science, 3 credits chosen from Socio-cultural perspectives, and 3 credits chosen from Economic perspectives categories described within the major. Additional credit hours can be selected from core courses or the three categories.

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 junior or senior year seeking the Bachelor of Science degree in Sustainability Studies.

Theatre and Film Program

The mission of the Davis & Elkins College Theatre and Film Program is to inspire thoughtful engagement in the collaborative processes of theatrical creation and film production. We provide students an individualized course of study tailored to their specific interests and career goals – the possibilities are endless and limited only by their imagination!

Students work with their advisor to develop their own creative emphasis and take courses across a wide range of disciplines. Within the department, courses furnish students with the foundational basis to excel in contemporary theatre and film while at the same time maintaining a strong future focus. By incorporating arts entrepreneurship and civic engagement alongside theatrical practice and analysis, the program encourages students to translate course skills into career opportunities both within theatre and beyond.

Annually, the Theatre and Film Program prepares and presents two to three main stage productions from a variety of theatrical genres as well as student-driven theatrical works and film projects. Opportunities are also available for internships in art therapy, cultural tourism, and youth theatre.

Baccalaureate Programs (B.A.)

The requirements for a major in Theatre consist of 42 semester hours of coursework including 27 core credits: THFM 101, 150, 170, 208, 211, 212, 300, 398, 496; 3 production credits chosen from THFM 190, MUSC 102, 103, 105; and 12 credits of advisor approved electives, including but not limited to courses in ART, BUSI, COMM, ENGL, and THFM.

Students majoring in Theatre must complete a minor approved by the department. Theatre majors must achieve a grade of C (2.0 quality points) or better in all courses required for their major.

Minor

The requirements for a minor in **Theatre** consist of 12 semester hours chosen from THFM 101, 150, 170, 208, 211, 212, 300, 319, 398; 6 semester hours of THFM electives; and 2 production credits chosen from THFM 190, MUSC 102, 103, 105.

The requirements for a minor in **Film Production** consist of 18 semester hours. This includes a core of 12 credits: THFM 160, 263; ART 104A, 111; and 6 credits chosen from ART 204A, THFM 260, 261, 262, or 360.

Theatre and Film Courses (THFM)

101 Introduction to Acting 3 semester hours
An introduction to the theories, skills, processes and approaches vital to the beginning actor. Apply theory to performance through keen observation of self and others while learning techniques in memorization, auditioning, performance and text analysis. Emphasis on self-discovery, performance literacy, and partnering. Open to non-majors.

102 Beginning Improv 3 semester hours
Explores the basic physical and mental skills required for collaboration and performance through intentional “playing” of comedy improv and theatre games. Fosters self-confidence, teamwork, supportive risk-taking, and learning by “doing”. Open to non-majors.

150 Introduction to Design and Technology 3 semester hours
An introduction to the design and technology for theatre and film. Course explores the fundamentals of costume, scenic, and lighting design, as well as relevant career opportunities. Students also receive hands on experience crafting costumes, constructing sets, and/or hanging and focusing lights so as to better understand the design process from start to finish. Open to non-majors.

151 Stage Makeup 3 semester hours
An introductory course in stage makeup with an emphasis on application and design. Students carry out a design process from start to finish, execute a variety of stage makeup techniques, and explain the cultural significance of makeup more broadly. Open to non-majors.

160 Filmmaking 3 semester hours
An introduction to the fundamentals of film and video production, mixing seminar style analysis of basic technique and cinema language with hands on experience using film and video equipment and software. Open to Non-Majors. Not offered every year.

170 Introduction to Community-Engaged Theatre 3 semester hours
An introduction to the fundamentals of theatre with, for, and by communities. Focus on arts entrepreneurship as well as individual and collective growth. Course includes service projects within the college and/or local communities. Open to non-majors.

190 Production Lab 1 semester hour
Hands-on experience in a mainstage production. Roles generally include but are not limited to: actors, assistant directors, costume construction, designers, dramaturgs, house managers, run crew, set construction, and stage managers. Course may be taken multiple semesters. Open to non-majors.

201 Voice and Diction 3 semester hours
Explores fundamentals of voice and diction, vocal production, the International Phonetic Alphabet, and mastery of dialects and accents. Open to non-Majors.

208 Script Analysis 3 semester hours
Read scripts analytically to explore how plays work in terms of action, conflict, given circumstances, character, image and theme. Explore the specific text-based approaches of the various production roles in theatre & film. Not offered every year. Open to non-majors.

211 Dramaturgical Methods 3 semester hours
An in-depth study of the role of the dramaturg with an emphasis on historical analysis and research. Students investigate the context and text of both Western and non-Western performances with the goal of determining how each work speaks to contemporary audiences. Focus on theatre theories, rigorous research, and communication of findings. Open to non-majors.

212 Contemporary Performance 3 semester hours
An in-depth study of contemporary performance and theatre trends. Students experience a wide array of theatre productions with fieldtrips to view live theatre as available. Students also discuss ongoing debates within the field of theatre so as to develop their own perspectives. Open to non-majors.

220 Movement Fundamentals 3 semester hours
A foundational movement class developing physical awareness, balance, coordination and energetic direction through the use of specific physical theatre methodologies. Open to non-Majors.

221 Physical Comedy Studio 3 semester hours
Practice fundamentals and styles of physical comedy from Commedia dell'Arte to now through physical theatre training. Examine and apply models of comedy throughout history as well as techniques of film comedy “greats” (Buster Keaton, Charlie Chaplin, Lucille Ball). Performance-based work. Open to non-majors.

225 Stage Combat 3 semester hours
Explores the fundamentals of stage combat with a focus on safe practice and dramatic performance. Course covers Unarmed/Hand to Hand Combat as well as one of the following: Rapier and Dagger, Knife, Single Sword/Swashbuckling, Broadsword, Sword and Shield, Smallsword, and Quarterstaff. Open to non-majors.

230 Stage Management 3 semester hours
Examines the process and business of stage management from pre-production, auditions, rehearsals, and production through post-production. Focuses on developing interpersonal, managerial and organizational skills. Open to non-majors.

250 Scenic Design and Technology 3 semester hours
An intermediate course in scenic design and technology for theatre and film. Course explores methods and techniques of design as applied to sets. Students also receive hands on experience constructing, painting, and finishing sets so as to better understand the design process from start to finish. Prerequisites: THFM 150 or consent of the instructor. Open to non-majors.

251 Costume Design and Technology 3 semester hours
An intermediate course in costume design and technology for theatre and film. Course explores methods and techniques of design as applied to costumes. Students also receive hands on experience building, dyeing, tailoring, and finishing costumes so as to better understand the design process from start to finish. Prerequisites: THFM 150 or consent of the instructor. Open to non-majors.

252 Lighting and Sound Design and Technology 3 semester hours
An intermediate course in lighting and sound design and technology for theatre and film. Course explores methods and techniques of design as applied to lights and sound. Students also receive hands on experience hanging, focusing, and programming lights as well as setting up a sound system so as to better understand the design process from start to finish. Prerequisites: THFM 150 or consent of the instructor. Open to non-majors.

253 Concert and Event Production 3 semester hours
This course will study the application of live production technology in Concerts and Events. Students will work hands on with audio, lighting, video, and other technologies to produce actual events. Prerequisites: THFM 150 or consent of the instructor. Open to non-majors.

260 Comedy Web Series 3 semester hours
Study and perform stand-up and sketch comedy (both live and television styles) following trends developed in the latter 20th century. Develop and execute a comedy web series for final project. Open to non-majors.

261 History of Movies & TV 3 semester hours
An in-depth study of cinema from its 19th century origins in the U.S., France, and Russia to modern day techniques. This lecture/discussion style class focuses on the development of cinema and video technology as well as critical theory and stylistic evolution. Open to non-majors.

262 Movie Production 3 semester hours
Techniques of narrative fiction film production. Students will coordinate, produce, schedule, and film a long form project. Focus is on the pre-production process leading up to a large scale, cinema style film shoot. Open to non-majors.

263 Video & Audio Editing 3 semester hours
A course surveying techniques and aesthetics used in film post-production. Topics covered included editing, color correction, VFX, sound mixing, scoring and music licensing. Students work with industry standard software on a variety of short and long form video projects. Open to non-majors.

280 Directing for the Theatre and Film 3 semester hours
A practical study of different theories and approaches to directing in which student directors practice directing other students in scene studies. Prerequisites: THFM 208 or consent of the instructor. Open to non-majors.

300 Collaboration Lab 3 semester hours
Students bring their own expertise to the creation of multiple projects from generation and clarification to production and revision. Emphasis on teamwork, communication, conflict resolution, project management, and development of expertise. Prerequisites: Sophomore/Junior standing or consent of the instructor. Open to non-majors.

316 Shakespeare Studio 3 semester hours
Activate, analyze and perform selected works of Shakespeare by mining the text for performance choices. Learn how to approach his texts with tools of analysis that will illuminate the rhythm, humor, staging, conflict, and characters therein. A performance and text-based approach for the actor, director, technician, dramaturg, or scholar. Prerequisites: THFM 101, any level 200 ENGL, or consent of the instructor. Open to non-majors.

319 Theatre Education Methods 3 semester hours
This course focuses on creative lesson planning and integration of theatre into the PK-12 classroom and community learning projects to enhance student success. It focuses on the assets and approaches to integrating dramatic concepts and tools across content areas, into summer camp or local educational theatre and after school programming to achieve learning objectives and foster student growth at various stages of development. Prerequisites: Sophomore/Junior standing or consent of the instructor. Open to non-majors.

320 Advanced Scene Study 3 semester hours
An advanced scene studies course examining techniques in various theatrical genres. Prerequisites: THFM 101 or consent of instructor. Open to non-majors.

330 Musical Theatre Studio 3 semester hours
The advanced study of the history, genres and styles of Musical Theatre as well as applied vocal production and performance techniques. Includes Musical Theatre scene studies and auditioning. Prerequisites: THFM 101 or consent of instructor. Open to non-majors.

350 Advanced Design for Theatre and Film 3 semester hours
A hands-on course allowing interested students to explore drafting and design for scenery, lighting, & costumes. Emphasis will be on the relationship between design elements, the text (script), and physical execution. Prerequisites: THFM 150 and THFM 250, 251 or 252 or consent of the instructor. Open to non-majors.

360 Playwriting/Screenwriting 3 semester hours
Script writing for theatre and film through improvising, writing, critiquing and refining scripts based on personal experience and heritage, imagination, literature, cultural contexts and history. Not offered every year. Open to non-majors.

380 Advanced Directing for Theatre and Film 3 semester hours
Advanced scene studies in directing emphasizing extended scenes or short plays, and complex characterizations and staging. Prerequisite: THFM 208 and THFM 280 or consent of the instructor. Open to non-majors.

394 Internship 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. Open to non-majors

398 Arts Entrepreneurship for the Theatre and Film 3 semester hours

A seminar style class exploring the potential financial, social, and civic value of skills and knowledge derived from theatre and film. Students will study the history and structure of individual freelance practices as well as existing organizations. Students will be guided by the appropriate faculty member to prepare a cumulative portfolio (physical or electronic) appropriate to industry standards and the career plans of the student. Prerequisites: Sophomore/Junior standing or consent of the instructor. Open to non-majors.

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.

496 Senior Thesis for Theatre 3 semester hours

Taught by special arrangement, this course requires students to produce an approved one-act play or faculty-supervised showcase. Following the production, students reflect on the process and product in a culminating presentation. Prerequisites: Senior standing.

World Language Proficiency Certificate Program

(See also "Spanish" in the catalog)*

Through this program, qualified students enroll in a preparation program for language proficiency testing once per year. Though this program does not involve scheduled courses, students are supported by face-to-face and/or virtual communication sessions and log personal activity and progress during the year. Students will also learn to self-assess on a proficiency scale to more effectively track their progress. Students who qualify to participate in this program may not take the assessment in their "first language." Decisions about determining a student's "first language" will be made by the program coordinator. Currently, Spanish, French, German and Chinese are supported with on-campus tutoring and mentoring.

Testing windows will be established at the end of each semester. Students can qualify for ungraded credit hours based on their overall score on the proficiency assessment. Generally, the testing windows will be in early November and mid-April, although special arrangements can be made for testing at other times. Students will be assessed a fee of $110 per credit hour earned.

Spanish, French, German, Italian, Portuguese, ASL

The four skills assessments (reading, writing, speaking, listening) will be averaged with "speaking" and "writing" counting double. The overall Proficiency Assessment Average (on a scale of 1.0 to 9.0) will be equivalent to the following credit hours:

3.0 = 3 credit hours (Novice High Certification) ($330 fee)
3.5 = 6 credit hours (Novice High / Intermediate Low Certification) ($660 fee)
4.0 = 9 credit hours (Intermediate Low Certification) ($990 fee)
5.0 = 12 credit hours (Intermediate Mid Certification) ($1320 fee)

Chinese, Arabic, Russian, Japanese, Korean

The four skills assessments (reading, writing, speaking, listening) will be averaged with "speaking" and "writing" counting double. The overall Proficiency Assessment Average (on a scale of 1.0 to 9.0) will be equivalent to the following credit hours:

2.0 = 3 credit hours (Novice Mid Certification) ($330 fee)
2.5 = 6 credit hours (Novice Mid / Novice High Certification) ($660 fee)
3.0 = 9 credit hours (Novice High Certification) ($990 fee)
3.5 = 12 credit hours (Novice High / Intermediate Low Certification) ($1320 fee)

*Though other languages may be assessed and credit earned, the level of mentorship would be different and participation may be subject to special arrangements, including alternate assessment instruments and adjusted benchmark scores contingent on difficulty of language. The most easily accommodated Western languages in this category are Italian and Portuguese. Western languages will use the 3.0-5.0 range explained above. Non-Western languages which use a different alphabet or a logographic system will be granted credit using a 2.0-3.5 benchmark spread. The most commonly studied languages in this category are Arabic, Chinese, Japanese and Russian.

World Languages Courses (WLAN)

100 World Language I 1 semester hour
Students will learn to understand what proficiency is and how it is acquired, explore resources to develop their proficiencies and set progress goals and a training plan in collaboration with a mentoring instructor. Different sections may be offered with a focus on a specific target language such as Spanish, German, or French. The course is designed to be taken in conjunction with individualized or group practice sessions with a language instructor/coach. The course may be repeated for credit as needed and with instructor approval.

200 World Language II 1 semester hour
Students will continue to learn to understand what proficiency is and how it is acquired, using diverse resources to develop their proficiencies and set progress goals and a training plan in collaboration with a mentoring instructor. Different sections may be offered with a focus on a specific target language such as Spanish, German, or French. The course is designed to be taken in conjunction with individualized or group practice sessions with a language instructor/coach. Emphasis in WLAN 200 will be on speaking and writing skill development. The course may be repeated for credit as needed and with instructor approval.

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 legal photo ID or legal 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 Chair 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 Provost & 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 Provost & 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.

Academic 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 an Academic 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 Student Recruitment and Success. 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 an Academic Leave of Absence must clean out their room, inform their Resident Assistant and return their key to the Student Life Office.

For the refund policy for a student granted an Academic Leave of Absence, see the Financial Aid section of this catalog. **Students who wish to leave and do not intend to finish their studies at Davis & Elkins College must officially complete the College withdrawal process.**

Academic 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 academic leave of absence. Please note that there must be a reasonable expectation that the student will return from the academic leave of absence. Academic 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 last date of attendance.

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, THFM 190). 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. For all students not receiving federal financial aid, transcripts will not be issued unless financial obligations to Davis & Elkins College are cleared or current.

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 Student Recruitment and Success. 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. 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 Military Guide.

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 Provost & 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	1.75
24 and above	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.

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. Students placed on academic warning will be notified of their status by the Provost & 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 Provost & 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 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). Participation in extra-curricular or intramural activities, including those pertaining to or required by a student's major, may also be limited.

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 Provost & Vice President for Academic Affairs may dismiss a student based upon the recommendation of the Admission and Academic Standing Committee and the following criteria:

- 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
- A student whose cumulative GPA falls below the requirements outlined in the table above and whose semester GPA is less than 1.0.
- A student who fails to abide by the terms of academic probation or academic warning.

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 Provost & 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 Provost & 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 Provost & 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 Provost & 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 Self Service; 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 Provost & 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 IV 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 Provost & 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 Provost & 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.

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 24 of the final 30 hours taken immediately prior to graduation.

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 Self Service. Included on Self Service 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 Self Service. If textbooks are not listed on Self Service 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 Provost & 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 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, Disability Services (ADA and Section 504/508 Accommodations), and the Supported Learning Program. Students interested in these services can contact the Naylor Learning Center at 304-637-1435.

Academic Support Program

Davis & Elkins College is committed to providing all 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.

The Academic Support Program, which is 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:

- *Academic Coaching:* Students can meet one-on-one with a member of the NLC staff to address/improve needed academic skills (time management, note taking, test preparation, etc.). This can be provided through a singular session or ongoing meetings as needed.
- *Classes and Workshops*: The Academic Support Program regularly offers both classes and workshops to strengthen students' academic skills.
- *International Student Support Program*: This program assists ELL/ESL international students in transitioning to D&E. Eligible participants are provided one-on-one academic support, access to translation support during exams, and exam proctoring within the Center.
- *PATH Program*: This program provides incoming first-semester students access to a one-week college transition experience. The program is a combination of both academic and social activities facilitated by Center staff and peer mentors. This one-week program is fee-based and takes place prior to Freshman Orientation.
- *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.
- *Tutoring*: Tutoring is provided via drop-in, one-to-one, and embedded formats. The Naylor Learning Center works to supply tutoring in all subjects upon student request. All Naylor Learning Center tutors meet specific eligibility requirements. A tutoring schedule is updated regularly on the Davis & Elkins College website and sent weekly via

student campus email. When appropriate and available, online tutoring is provided to students enrolled in distance education courses.

- *Writing Center*, The D&E Writing Center is located in the Booth Library, and provides cross-curricular assistance with all aspects or stages of the writing process. Writing Center support is coordinated through the Naylor Learning Center in collaboration with the D&E English Department. The support provided by the Center includes, but is not limited to, assisting with essays, lab reports, research papers, article reviews, job and grad school applications, résumés, and senior projects. The Center schedule is provided weekly via student campus email. When appropriate and available, online writing support is provided to students enrolled in distance education courses.

Students experiencing academic difficulties may either be invited or required by the Office of Academic Affairs and/or the Office of Student Success to participate in the academic support program. Components may include: participation in academic coaching sessions, co-curricular enrollment, and enrollment in specified FND courses. Students will be connected to these support services based on individual need.

Disability Services

The Naylor Learning Center provides reasonable accommodations at no cost for students with disabilities (ADA and 504/508 Accommodations) to ensure equal access to the learning and living environments. This includes classroom, dining, and housing accommodations.

It is the students' responsibility to inform the College of their disability and request accommodations in accordance with their documentation. Documentation of a disability must be supported by appropriate documentation outlining the nature of the disability (IEP/504 Plan indicating provision of and rationale for accommodations in a past educational environment, psycho-educational evaluation, Neuropsychological evaluation, appropriate medical evaluation, etc.). Documentation meeting requirements at D&E may not meet those of other postsecondary institutions, or for accommodations on standardized exams (Praxis, GRE, MAT, LSAT, etc.). Students choosing to utilize academic accommodations within the classroom must complete all required processes and meet with their instructors to verbally request their accommodations before accommodations will be provided.

To learn more about D&E Disability Services, visit: https://www.dewv.edu/academics/educational-support, and to discuss or initiate support, contact the Naylor Learning Center at 304-637-1435.

Reasonable Accommodation Complaint Process
Any student currently enrolled at Davis & Elkins College who believes they have not been provided their requested reasonable accommodations may file a complaint with the College following the process outlined in the Davis & Elkins College Policy Manual. Students may also request a copy of this process from the Director of the Naylor Learning Center, D&E Dean of Students, or from the Section 504 Coordinator..

Davis & Elkins College Section 504 Coordinator
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:

Amy Kittle
Liberal Arts Hall 209
304-621-1316 | kittleamy@dewv.edu

Supported Learning Program

Since 1989, Davis & Elkins College has offered a fee-based supplemental program to provide individualized support to college students with disabilities. This comprehensive fee-for-service program moves far beyond federally mandated accommodations by taking a holistic approach to supporting students with disabilities. 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 provide students with support for success in academics, social interaction, and independent living.

To participate in the Supported Learning Program, a student must meet the admission requirements of the College, qualify as a student with a disability eligible for legal accommodations at no cost from Davis & Elkins College Disability Services, and complete a separate Supported Learning Program application, along with a face-to-face interview.

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;
- Pre and post-exam study review sessions;
- A one-credit class for all incoming students,
- Regular monitoring of progress throughout semesters focusing on student-specific goals and objectives;
- Support and guidance in identifying learning strengths and weaknesses;
- Help in 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;
- Proofreading and editing support for academic writing assignments;

To learn more about the Supported Learning Program, visit: https://www.dewv.edu/academics/educational-support, and to discuss or initiate program participation, contact the Naylor Learning Center at 304-637-1435.

Office of Career Services

Preparation for success in a career after graduation is a critical part of a student's college experience. The Office of Career Services 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 include administering the professional interest surveys, 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 combines an award-winning design with the services and learning environment responsive to the College Community. The Library provides access to books; eBooks; and research databases that are selected to support the curricular and information needs of students, faculty, and staff. Booth Library's Special Collections and Archive contain materials documenting the long history of Davis & Elkins College. Additionally, the library has secure 24/7 study areas and a computer lab that provides printing/digital scanning equipment and secure wireless internet access. Library staff are available to assist students with resource and research needs through in-person or virtual consultations. The facility is very inviting and has every type of study space including quiet study as well as seminar rooms for group projects.

Information Services

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

- The D&E campus provides wireless and wired internet to support learning across all areas of campus.
- 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.
- The My D&E Portal is the one-stop-shop for access to administrative and academic tools. It is available to all faculty, staff, and students. This website contains links to, and information on, downloading the tools you will be using. It also includes information tip sheets and tutorials about using campus technology.

- The Self-Service Portal, supports student success by tracking financial aid, student accounts, student housing, course information, and much more. You can designate trusted individuals to be able to sign in on your behalf (as a "proxy") and view information you permit.

- The online learning management system is called Moodle.

- Professors can use Moodle to post syllabi, grades, assignments, discussion boards, course content, and much more. While every class you take may not have an online component, Moodle 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 laptops.

- Computer labs on campus offer connectivity, copying, printing, and scanning. Students can access the Booth Library 24/7 lab at all hours using their student ID card. An additional computer lab in the Naylor Learning Center is equipped to provide test-taking accommodations to students who qualify. Other labs on campus provide access to program-specific software.

- Microsoft Office (Word, Excel, PowerPoint, etc.) is available to all D&E students for free with their email account. This software can be installed on Windows or Apple computers. You do not need to purchase a license of this software as you prepare a computer for college. Log in to the email portal to download this software. D&E students also have access to Grammarly, a writing tool.

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 Provost & 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 Minnick – McCoy Award in Sport Science

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 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 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 Poltical 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.

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.

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 Myles and 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 *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 student-led Senator Entertainment, arranges concerts and band dates for campus activities.

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, swimming, and wrestling. Women field teams in acrobatics & tumbling, basketball, cross country, indoor track and outdoor track, golf, lacrosse, softball, soccer, swimming, tennis, and volleyball. The College holds membership for both men's and women's programs in the Mountain East Conference (MEC), and affiliate membership for men's lacrosse in the Great Midwest Athletic Conference (GMAC). Acrobatics & tumbling is also a member of 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 Government Association

The purpose of Student Government Association is to listen to the student body, to create and maintain relations between the student body and the greater Davis & Elkins College community, and to advocate for student needs.

Every student is a member of Student Government Association, which is responsible for taking up campus issues and responding to student concerns. Student Government Association also acts as a liaison for students and organizations to the college's administration and the board of trustees and allocates money to organizations and students for activities.

Student Government Association consists of the Student Government Association Cabinet and four separate branch bodies: General Assembly, Student Leaders Across Campus, Senator Entertainment, and Interfraternity Council.

- General Assembly: Meetings are hosted once a month in the Madden Student Center, with elected Senators. The general student body is highly encouraged to attend to work through problems/student concerns, etc.
- Student Leaders Across Campus: Oversees clubs/organizations on campus, hosts regular meetings for club/organization representatives, helps clubs/organizations function and works with Senator Entertainment for campus activities/events. Again, the general student body is encouraged to attend.
- Senator Entertainment: Seeks to enrich the educational experience of students at D&E through the support of the College's overall mission. This is achieved by offering a wide range of co-curricular experiences for students, faculty, and staff. Senator Entertainment also provides 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.
- Interfraternity Council: The governing body for the social fraternities and sororities at D&E. The executive board is comprised of affiliated members of these fraternities/sororities to represent interests to the campus and surrounding community. The IFC works to develop programs that will foster positive change and growth through the qualities of leadership, devotion to scholarship, and commitment to community outreach.

Student Government Association Organizations

Accounting Club
An organization with the purpose of preparing accounting students for success when entering the workforce.

Alpha Psi Omega
Alpha Psi Omega is a National Theatre Honor Society for participants in collegiate theatre. It began in the early 20th century as result of the growing interest in dramatic arts among colleges and universities throughout America, with the aim of encouraging dramatic production at every step in a person's academic career.

Alpha Sigma Phi
America's 10th oldest collegiate fraternity. Founded at Yale University on December 6, 1845, Alpha Sigma Phi continues to be the organization of choice for collegiate men founded on the values of Silence, Charity, Purity, Honor, and Patriotism.

Appalachian Music & Dance Club
A student-run organization hosting events for campus and community. AMAD promotes Appalachian music, dance, foodways, crafts and folklore while also exploring other contemporary arts in the mountains. They are affiliated with Augusta and the Appalachian Ensemble.

Art Club
Explore your creative side in the Art Club. At Art Club students come together to engage in discussion, hands-on visual arts activities, movie nights, and field trips. We bring guest artists to campus, organize art shows, operate a gallery store, and adds a splash of color to the community with Color Runs and other downtown projects.

Aurora
The literary and creative journal of Davis & Elkins College, *Aurora* is a student-edited publication. First published in 1962 under the name *Adum*, the journal features poems, artwork, short stories and critical literary essays submitted by students, faculty and staff at the College. In addition to its annual publication, *Aurora* frequently hosts open mic nights for anyone who would like to share his or her writing, whether it's a short story, essay, poem or song.

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 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 math and science and to give recognition to scholarly attainment in math and 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
Debate Club (started only a few years ago) has found great success on campus and representing D&E at other colleges/universities. We invite other schools to have public debates on our campus that are open to the general public as well as compete at other schools in tournaments and public debates. We also invite a national team (such as the British and Rwandan teams) to our campus once a year for a debate.

Delta Alpha Pi
An academic honor society founded to recognize high-achieving students with disabilities who are attending colleges and universities as undergraduate or graduate students. We seek to empower students with disabilities and educate the campus about disabilities.

Davis & Elkins College Student Nurses' Association
The Davis & Elkins College Student Nurses' Association (DESNA) is a pre-professional organization for nursing and pre-nursing students. Membership in this organization is required for all students in the nursing program at Davis & Elkins College. The faculty feels that involvement and participation in the student organization will groom students for involvement in professional organizations as a graduate. It prepares them to be responsible, accountable members of the profession of nursing. As a member of DESNA, the student can also become a member of the National Student Nurses' Association (NSNA).

Esports Club
The Esports Club at Davis & Elkins College provides a competitive, yet friendly online gaming environment. When people think about gaming, they might imagine it as a solitary activity. But, as members of the D&E Esports Club are quick to point out, gaming can be a very social activity that emphasizes teamwork and establishes close bonds between players.

Fellowship of Christian Athletes
The mission of FCA is to present to athletes and coaches, and all whom they influence, the challenge and adventure of receiving Jesus Christ as Savior and Lord, serving Him in their relationships and in the fellowship of the church.

GreenWorks!
A group of future-minded students inspired to make positive changes to the campus and community. GreenWorks! organizes environmental projects such as recycling, film viewings, community gardening, and solar power installations. Come learn new skills and play an active role in sustainable practices.

Hospitality Management Club
Hospitality Club fosters a social spirit among its members, promotes training and educational opportunities through fundraising, and community events, sponsors workshops, seminars, and other Hospitality and Recreation Management activities.

International Student Organization
The International Student Organization (ISO) 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 events including country quizzes, parties, and trips during the holidays.

Kappa Delta Pi
Kappa Delta Pi, International Honor Society in Education, was founded in 1911 and was one of the first discipline-specific honor societies. Its membership is limited to the top 20 percent of those entering the field of education.

National Society of Leadership and Success
NSLS helps students discover and achieve their goals. The Society offers life-changing lectures from the nation's leading presenters and a community 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.

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.

Rotary International-Rotaract
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.

Student Athlete Advisory Committee
SAAC's mission is to enable student-athletes to develop leadership skills both on and off the field, to protect student-athlete well-being, and to provide a vehicle through which athletics department administrators discuss with students issues regarding the management, operation, and rules that govern the athletics department and its sports' teams.

Student Education Association
Student Education Association (SEA) is for education students who want to get a head start in the education field. This club offers opportunities for students to get to know professors, other education students, and education professionals in the community. We participate in many events, often in partnership with local schools, to show our appreciation of area teachers.

Sigma Phi Epsilon
Through Sigma Phi Epsilon, men strengthen their character, build leadership and interpersonal skills, and learn to develop healthy, lifelong relationships that are essential to a successful and fulfilling life. Our mission is to "build balanced men" and live every day with virtue, diligence, and brotherly love.

Sigma Tau Delta
Sigma Tau Delta is an international excelled English honor society for students of English at four-year colleges and universities who are within the top 30% of their class and have a 3.5 GPA or higher. It presently has over 850 chapters in the United States and abroad.

Student Veterans Association
The SVA is run 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 give back to our community by becoming involved through volunteering at local events, educating the public about veterans' issues, 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 Office of Student Life.

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 Office of Student 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 Government Association 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 welcomes visits from all members of the College community.

Student Health Center

Student health and wellness services support the College mission, *to prepare and inspire students for success and for thoughtful engagement in the world*, by providing prevention-focused, accessible and high quality health care and counseling for a diverse student population.

We are dedicated to encouraging behaviors that change or eliminate health-related barriers to learning, and to promoting optimal physical, intellectual, emotional, spiritual and community wellness.

Davis & Elkins College has partnered with Community Care of West Virginia to offer a school-based health center that houses the services of a nurse, physician, and mental health professionals who are available during scheduled hours. The

clinic is located in the Robert C. Byrd Center for Hospitality and Tourism.

During the hours the health center 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 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 Office of Student Life.

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 (HLC). The associate degree nursing program is accredited by the Accreditation Commission for Education in Nursing. The program is also board approved by the West Virginia RN Board The baccalaureate degree nursing programs are approved by the West Virginia RN Board. The National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) Board of Commissioners granted the BSN program initial accreditation status. The BSN program was granted initial accreditation status by the Accreditation Commission for Education in Nursing (ACEN). The RN-BSN Degree Completion Program is accredited by the NLN CNEA and ACEN. Davis & Elkins College has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE). Davis & Elkins College education program is accredited by the Council on Accreditation of Educator Preparation (CAEP) and the West Virginia Department of Education (WVDE).

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 Presbyterian Colleges and Universities, the College Board, the Council of Independent Colleges, the Council for Advancement and Support of Education, the Mountain East 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 online at www.dewv.edu

2) Request that an official transcript of the current high school or home school record or the official GED, TASC, or other approved high school equivalency examination be forwarded to the College.

3) Submit either SAT or ACT results (the College will remain test optional through the fall of 2026 entering class; however, some applicants may need to provide SAT, ACT, IELTS, TOEFL, or Duolingo scores upon request for the admission review). Nursing program applicants are 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), International English Testing System (IELTS), or Duolingo may be required. Students must earn a minimum score of 500 on the paper version of the TOEFL, a minimum score of 63 on the internet version of the test, a minimum score of 5.0 on the IELTS, a minimum score of 45 on the PTE Academic test. Or a minimum score of 85 on the Duolingo test.

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, TASC, or other approved high school equivalency exam 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 a TOEFL, IELTS, PTE, or Duolingo score in addition to all other requirements for acceptance to Davis & Elkins College. Davis & Elkins College must receive the official score report. International students must earn a minimum score of 500 on the paper version of the TOEFL, a minimum score of 63 on the internet version of the test, a minimum score of 5.0 on the IELTS, a minimum score of 45 on the PTE Academic test, and a minimum score of 85 on Duolingo.

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 SPANTRAN;
3) Official ACT, SAT, TOEFL, IELTS, PTE, or Duolingo scores (unless the student is transferring from an English-speaking institution). Admissions Office reserves the right to evaluate or waive these requirements at its discretion, based on the applicant's overall academic and personal profile. In exceptional cases, other indicators may be considered in place of test scores. Nursing program applicants are required to submit the results of the ATI TEAS exam results.; 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's 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 SpanTran. 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 SpanTran;
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 Provost & 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 Provost & Vice President for Academic Affairs for a final review. The Provost & 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 Provost & 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 Provost & 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's 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's 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's 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's 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, TASC, or other approved high school equivalency exam 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 the Registrar.

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.

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 for Commuter Students or a $250 advance payment for Residential Students, 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 from the Financial Aid, Student Life, and Business offices.
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.

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.- 4:30 p.m.
Saturday – By appointment only
Please contact: Jessica Alkire

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	$31,460
Room	
Byrd (double)	$2300 x 2 = $4600
Byrd (single)	$4600 x 2 = $9200
Darby (single)	$3100 x 2 = $6200
Darby (double)	$2100 x 2 = $4200
Glory (single)	$4400 x 2 = $8800
Glory (double)	$2700 x 2 = $5400
Off Campus Houses	$3500 x 2 = $7000
Gribble, Pres, Moyer, Booth, Morrison Novakovic	
Single	$4200 x 2 = $8400
Double	$2100 x 2 = $4200
Board	
Varchetto Village	$5600 (non-athlete)
Commuter	$1000
All others	$6400
Comprehensive Student Fee	$1080
Room Reservation Fee (campus residents only – non-refundable)	$250
Total Varies on housing selection and board plan	

Room and board charges include a furnished room and a meal plan (options to be selected by the student). 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 publications, 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 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 $650 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 the section on credit hours for further details).

Semester Cost, 2025 – 2026 Academic Year

Credit Hours

Up to 11.5	$1,311 per credit hour (applied to total hours)
12.0 - 18	$15,730 (base rate)
Above 18	$15,730 (base rate) plus $650 per credit hour above 18
2026 Summer School Tuition	$475 per credit hour

Room and Board (per semester)

See above rates

2026 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 (nonrefundable) **$110**
Full-time students may audit (AU) a lecture course without extra charge if they receive permission from the 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 **$250 (domestic student)**
$2200 (international student)
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.

Graduation Fee **$150**
Students will be assessed a graduation fee in the semester they graduate to cover cap, gown, diploma, etc.

International Student Fee (beginning Fall 2026) **$1000 (international students only)**

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 $650 per credit hour. It is subject to the private music instruction fee.

Rize Online Course Fee **$500 per course**

Room Reservation Fee **$250**
Students living in the Residence Halls are required to pay a Room Reservation Fee in the amount of $250 per academic year. The revenues from this fee fund Residence Life programming activities, laundry facility maintenance and upgrades, routine wear and tear of furniture and facilities, TV cable, and WiFi. This fee is non-refundable.

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. This fee is non-refundable.

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 **$3,000 per semester**
Individual Student Mentor $600/semester

World Language Proficiency Exam Fees **$110 per credit hour**
Students may earn 3, 6, 9, or 12 credits for a language by taking WLAN 100 or 200 and the World Language Proficiency exam.

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 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 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 and Bachelor's Degree Program of Nursing Fees

1. Students may be required to purchase special equipment for selected courses.
2. Students are required to pay for division-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.

Laboratory/Testing Fee	ATI ® including Proctorio® ATI ® EHR Tutor Campus Lab supplies Membership to National Student Nurses' Association (NSNA) uCentral one-time fee Black polo nursing event shirt

4. Nursing Program Fees (approximated)

Item	Yearly Cost
Books	$500.00-$1000.00
Travel	$ 650.00
Malpractice Insurance	Provided by the College
American DataBank/Complio®	Immunization Package $35 and up, Background check $28 and up, and Drug Screen $39 and up
MyClinicalExchange	$35-$45

5. When ordering student nurse uniforms please purchase the following:
    - 2 full sets of nursing uniforms with College logo
    - 1 white lab coat with College logo
    - 1 pair of black leather nurse's shoes or athletic/walking shoes with closed heel and toe. No canvas, mesh, or shoes with holes are allowed.
    - Watch

- Stethoscope
- Bandage scissors
- 2 nursing name pins
- Pen light

6. Last Semester Expenses Approximate Cost of $400-$500

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

Revised: 7/21

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.	$60 - $300
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)			$12 - $75
	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)			$25.00
D&E Course Fees for Observation Hours				
	EDUC	290	Practicum	$40-$240.00
	EDUC	195L	Field-Based Experience I	$20.00
	EDUC	295L	Field-Based Experience II	$30.00
	EDUC	296L	Field-Based Experience III	$30.00
	EDUC	395L	Field-Experience IV	$25.00
	EDUC	396L	Field-Experience V	$25.00
	EDUC	397L	Field-Based Secondary Classroom Experience VI	$45.00
	EDUC	398L	Field-Based Classroom Experience with Autism	$30.00
	EDUC	480A	Residency I	$60.00

Transcripts

Transcripts of a student's academic record are available upon request by the student for a fee of $15.00 per transcript. Requests are to be made online at https://www.parchment.com/u/registration/33655/account. All transcript requests are approved by the Business Office prior to processing by the Office of the Registrar. A partial transcript will be released for students with a financial obligation to Davis & Elkins College. Once the financial obligation is cleared or current, students can order a new transcript.

Payment of Charges

Tuition and fees are due and payable on or before August 1, 2025, for the Fall semester and January 1, 2026, 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 will not be issued to those who have outstanding financial obligations. A partial transcript will be released for students with a financial obligation to Davis & Elkins College. Once the financial obligation is cleared or current, students can order a new transcript.

Refunds

Refunds of tuition, room, and board will be determined in accordance with the Davis & Elkins College Refund Policy (6.2.1.4 – page 15). Please refer to the following link: https://www.dewv.edu/wp-content/uploads/2020/10/Davis-Elkins-College-Policy-Manual-Volume-VI-Student-Life-Policies.pdf

Financial Aid Programs

Davis & Elkins offers a complete range of financial assistance programs. Approximately 98% of our students receive scholarships and/or some type of financial assistance. The average financial aid package is over $30,000 from all sources. The purpose of the College's financial aid 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, but not limited to, 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. 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 may be awarded a single program with the greatest value to the student. Institutional scholarship, in conjunction with other financial gift aid resources may not exceed the standard direct cost for a student. 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.

National D&E Scholarships for Distinction & Excellence/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 graduate from a foreign high school or transfer from 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.

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 other institutional 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 Creative Arts and require an appropriate level of participation in the programs of the College.

Endowed Scholarships are awarded as part of the financial aid review for each applicant and may be awarded to a student as a dollar-for-dollar replacement of their merit-based College scholarship. 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:

Charles H. Potter II Scholarship
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

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
Dyer Family 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
Half-Century Club 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
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
Jack Family Scholarship
Tatiana Jardetzky 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 Academic 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
Michael McQuillen Memorial Scholarship
L.E. & Beatrice F. McWhorter Scholarship
Frank Mele Scholarship Fund
Michael P. Mihalyo Jr. Scholarship in the Fine & Performing Arts
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
Kevin Grant Nestor Memorial Scholarship
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
The Dr. John J. Olivo Scholarship (in honor of John J. and Angelina M. Olivo)
Alexander B. Osborn Endowed 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
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. Respess 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
Steven S. Savage Endowed Athletic 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
Doris Stalnaker Memorial Scholarship
Stirrup Family Scholarship
Algernon Sydney Sullivan Foundation Scholarship
Hazel Sutton Memorial 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
Newton Thomas Sr. Memorial Scholarship
Ferguson Thompson Memorial Scholarship
Margaret A. & Odin S. Thulander Memorial Scholarship
Timms Family Performing Arts Scholarship
Ferree Trout Memorial Scholarship
Trustees Scholarship Fund
Peter and Margaret Ullman Scholarship
Lucy and Richard Carchetto Scholarship Fund
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 are awarded from funds donated each year for the purpose of providing assistance to students. There are several individuals and organizations who generously provide scholarship funding on an annual basis. Students who meet the criteria established by the donor(s) will receive the scholarships as part of their financial aid package. Recipients are selected through the financial aid review process, and these scholarships may be awarded to a student as a dollar-for-dollar replacement of their merit-based College scholarship.

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 Aid 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
- Direct Parent PLUS 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
- West Virginia Engineering, Science and Technology Scholarship
- West Virginia Underwood-Smith Teaching Scholarship
- West Virginia Higher Education Adult Part-Time Student Grant
- West Virginia Nursing 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 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 one week 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 Aid Office.

Early application may increase chances of receiving assistance. However, the FAFSA cannot be submitted prior to October 1.

West Virginia residents should submit the FAFSA prior to March 1st if applying for the West Virginia PROMISE Scholarship and prior to April 15th to apply for and renew the West Virginia Higher Education Grant.

Verification

Verification is the process of confirming the accuracy of student reported data on financial aid applications. To meet federally mandated responsibilities for financial assistance programs, Davis & Elkins College verifies the accuracy of the applications of selected new and continuing financial aid recipients. The College's Verification Process meets all federal guidelines for verification as outlined in the Federal Application Verification Guide (AVG).

A student selected for verification will be asked to submit copies of his/her own and, if appropriate, his/her parents' tax return and/or transcript, together with all schedules and forms submitted to the IRS. Information about other factors including income from work, household size, assets, and the number of family members in college may also be requested.

The verification process is intended to establish an accurate baseline award package for each student and reduce the amount of paperwork a student will be asked to submit in subsequent years. However, tax information and/or other documents may be required for renewal applicants if their application information appears to be inconsistent with that of the previous year(s). If verification documents are requested, the student must submit all requested documentation promptly. Corrections to the student's financial aid application may be required.

Students selected for verification must submit all requested documents to the Financial Aid Office before financial assistance can be paid to the student's charges and before he/she will be permitted to register for subsequent terms.

The Financial Aid Package

Upon receipt of the Institutional Student Information Record (ISIR), the Financial Aid 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 Aid Notification 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 standard 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 Aid 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, several factors are considered, including, but not limited to, 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 financial aid awards, the student must demonstrate satisfactory academic progress as outlined in the College catalog and meet all renewal and eligibility requirements for each award. Students should also file a FAFSA each year no later than May 1st (earlier if required for renewal/eligibility requirements).

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 (SAP) 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 timeframe 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 timeframe 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	1.75
24 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, however, may not be sufficient to allow a student to graduate from particular programs of study.

Pace of Progression / Maximum TimeFrame 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 timeframe. 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 Timeframe: The federal financial aid maximum timeframe 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 hours x 150% = 186 hours). A degree that requires 72 credit hours must be completed by the time a student reaches 108 credit hours attempted (72 hours x 150% = 108 hours). If a student completes 67% of the coursework attempted, he or she will complete the program within the maximum timeframe.

Additional Elements
Hours Attempted: 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. This includes withdrawals, incompletes, and failing grades. See below for repeat coursework.

Treatment of Grades: Courses for which a student receives a letter grade of A, B, C, D, or P (Pass) 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 (Incomplete), IP (In Progress), or F will be treated as credits attempted, but not successfully completed. SAP calculations are performed at the end of each payment period (semester). Recalculations will not occur after grade changes. Grade changes may be taken into consideration during the appeal process and will be included in the next calculation cycle.

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 timeframe.

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. 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. The highest-grade course (or the repeated course in cases where not successfully completed) is counted toward cumulative credit hours completed. 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. Each of these courses count toward GPA and credit hour calculations. Students who have questions about what courses may fall into this category should consult the Office of the Registrar.

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. Transfer credits are counted toward pace and maximum timeframe, but not toward the GPA calculation. 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.

Consortium Credits: Credits for which financial aid is received under a consortium agreement will be treated as transfer credits. Credits are counted toward pace and maximum timeframe, but not toward the GPA calculation.

Pass/Fail: Pass/Fail courses that receive a P are not counted toward GPA calculations. All Pass/Fail courses count toward pace and maximum timeframe calculations.

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

Dual Degrees and Changes of Degree Program: Undergraduate students who change programs are still held to the 150% maximum time frame rule, but only credits applying to the new degree program are evaluated. The 150% maximum limit will be measured based on the number of credits required for the new program. Students who enroll in a second degree program are still held to the 150% maximum time frame rule. However, only the credit hours from the first degree which apply to the second degree will be counted as attempted hours.

SAP Determinations

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 Aid 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 Aid of the pending termination of their financial aid. Students under termination status may still be eligible to receive institutional scholarships.

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 Aid Office. Students are advised to submit financial aid appeals as expeditiously as possible. All appeals must be received by the Office of Financial Aid 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 Aid 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 Aid 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 Aid should communicate his or her decision to the Director of Financial Aid 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 pursuit of their education at their own expense. Students who have lost their financial aid eligibility may regain their eligibility if they demonstrate satisfactory academic progress.

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 Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. 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 Aid Office recalculates eligibility for Title IV funds based on the student's last date of attendance as determined by attendance records. Since the institution is not required to take attendance, in the case that the last date of attendance cannot be determined by attendance records then the withdrawal date will be based upon the earlier of the date the student begins the withdrawal process or the date that the student otherwise provides notification that they are withdrawing. 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.*

The institution uses the student's enrollment/registration at a fixed point (R2T4 Freeze Date) to determine the number of days the student was scheduled to attend during the period for R2T4 purposes. The R2T4 Freeze Date for a term is the first add/drop date for the term as reported on each year's Academic Calendar.

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. Grants must be disbursed within 45 days of the date the institution determined the student withdrew. Loans must be offered to the student within 30 days of the date the institution determined the student withdrew, allowing the student (or parent for a Direct PLUS Loan) at least 14 days to respond to accept or decline the funds.

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.

The institution must refund a Title IV credit balance to a student within 14 days. However, if a student withdraws with an outstanding Title IV credit balance, the institution must calculate to determine whether adjustments to the credit balance will occur. When a student withdraws during a period, a Title IV credit balance created during the period is handled as follows:

- The institution does not release any portion of the Title IV credit balance to the student and does not return any portion to the Title IV programs prior to the performing the Return to Title IV calculation by the Financial Aid Office.
- The Financial Aid Office performs the Return to Title IV calculation, including any existing Title IV credit balance for the period in the calculation as disbursed aid.
- Any applicable refund policy (state, accrediting agency, institution, etc.) is applied to determine if doing so creates a new or larger Title IV credit balance.
- Title IV credit balances are then allocated as follows:
    - Any Title IV credit balance must be allocated first to repay any grant overpayment owed by the student as a result of the current withdrawal. The institution must return such funds to the Title IV grant account within 14 days of the date the institution performs the Return to Title IV calculation. Although not included in a Return to Title IV calculation, any Title IV credit balance from a *prior period* that remains on a student's account when the student withdraws is included as Title IV funds when the institution determines the final amount of any Title IV credit balance when a student withdraws. The institution must use the final Title IV credit balance first to satisfy any current student grant overpayment.
    - The institution must pay any remaining Title IV funds within 14 days of the date that the institution performs the Return to Title IV calculation in one or more of the following ways:
        - To pay authorized charges at the institution (including previously paid charges that now are unpaid due to a return of Title IV funds by the institution);
        - With the student's *written authorization*, to reduce the student's Title IV loan debt; or
        - To the student (or parent for a Direct PLUS Loan);
        - If the institution cannot locate the student (or parent) to whom a Title IV credit balance must be paid, the credit balance must be returned to the Title IV programs.

Refund and Return of VA and Military Tuition Assistance

Students who are covered under Military Tuition Assistance (TA) will be handled according to the following policy.

Return of Tuition Assistance: Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA refunds originally awarded.

To comply with the new Department of Defense policy, Davis & Elkins College will return any unearned TA funds on a prorate basis through at least 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. These funds are returned to the military Service branch.

16-week Course Withdraw submitted	
Before or during week 1	100% return
During weeks 2-4	75% return
During weeks 5-8	50% return
During weeks 9	40% return (60% of course is completed)
During weeks 10-16	0% return

Instance when a Service member stops attending due to a military service obligation, the educational institution will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

VA Pending Payment Compliance

Despite any policy to the contrary, for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 GI Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, we will not:

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

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;

- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

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

Appeals Process for Financial Exceptions

Appeals of the application of institutional financial policies (and the application of state aid policies for state financial aid) 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 Aid
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)

Imran Akram, Great Falls, VA (2028)
Sarah Biller, Boston, MA (2027)
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Chris A. Wood, President of the College. Holder of the G.T. "Buck" Smith Presidential Chair. B.A., West Virginia Wesleyan College; M.Div., Garrett Evangelical Theological Seminary, Northwestern University

Michael P. Mattison, Provost & Vice President for Academic Affairs. B.A., College of Wooster; M.A., Iowa State University; Ph.D., University of Massachusetts-Amherst

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

Diana L. White, Vice President for Business & Administration. B.S., Mountain State University; M.B.A., University of Phoenix

Kate M. Garlick, Dean of Students, B.A., Wheeling Jesuit University; M.S., McDaniel College

Jennifer S. Riggleman, Athletic Director, B.S., M.S., West Virginia University; Ed.D., Marshall University

Angela F. Scott, Senior Director of Enrollment Management and Student Success

Faculty Emeriti

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Laurence B. McArthur, B.S., M.S., Ph.D., Professor of Biology and Environmental Science, Emeritus
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Denice L. Reese, B.A.N., B.S.N., M.S.N., D.N.P., Professor of Nursing, Emerita
Edward Rhudy, B.S., M.S., Ph.D., Professor of Recreation Management & Tourism, Emeritus
Shankar Roy, B.S., M.S., Assistant Professor of Mathematics, Emeritus
Sharmistha Roy, B.S., M.S., Ph.D., Professor of Mathematics and Physics, Emerita
Judith A. Bertenthal-Smith, B.A., M.S., L.P.C., Assistant Professor of Psychology, Emerita
David R. Turner, B.A., M.A., Ph.D., Professor of History; Chair, History Department, Emeritus
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
Threasia L. Witt, B.S.N., M.S.N., Ed.D., Professor of Nursing; Chair, Nursing Department, Emerita
Jane C. Woods, B.A., M.A., Ph.D., Professor of History, Emerita
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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
Robin Price, A.S., Executive Assistant to the President and Assistant Secretary to the Board of Trustees, Emerita
Jacqueline D. Schneider, B.A., M.L.S., Librarian, Emerita
G.T. Smith, B.A., M.P.A. with distinction, Honorary L.L.D., President, Emeritus

The Faculty

Professors

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; holder of the A. Jean Minnick Chair in Sport Science; Special Advisor to Athletics; B.S., Davis & Elkins College; M.S., Ed.D., West Virginia University

Christina H. Swecker (1992), 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

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

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

Melissa A. McCoy (2004), Professor of Nursing; Director of the Associate Degree Nursing Program; A.S.N., B.S.N., Bluefield State College; M.S.N., Radford University; Ph.D., West Virginia University

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

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

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

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

Jennifer S. Riggleman (2008), Associate Professor of Physical Education; Faculty Athletic Representative; B.S., M.S., West Virginia University; Ed.D., Marshall University

Melanie H. Campbell (2009), Associate Professor of Hospitality & Tourism Management; Executive Chef; B.S., West Virginia Wesleyan College; C.E.C; M.B.A., Lynn University

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

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

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

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

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

Huixin Wu (2019), Associate Professor of Nursing; Director of the Bachelor's Nursing Programs; Chair, Division of Nursing; A.A., Nanjing Normal University; B.S.N., Peking University; M.S.N., University of Pittsburgh; D.N.P., University of Pittsburgh; M.B.A., Chatham University

John G. Poffenbarger (2020), Associate Professor of Political Science; B.A., Xavier University; M.A., West Virginia University; Ph.D., West Virginia University

Andrew C. Jones (2021), Associate Professor of Communication, B.A., Hillsdale College; M.A., Liberty University; Ph.D., Louisiana State University

Susan L. Aloi (2022), Associate Professor of Business; B.S., M.B.A., West Virginia Wesleyan College; Ed.D., West Virginia University

Charles B. Craig (2023), Associate Professor of Religious Studies and Philosophy; B.A., Stetson University; Ph.D., University of Virginia

Kyle Busing (2024), Associate Professor of Exercise Science, B.A, M.A., Ph.D., University of Northern Colorado

Assistant Professors

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

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

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

Mark L. Douglas (2020), Assistant Professor of Outdoor Recreation Management; B.S., Murray State University; M.S., Humboldt State University; Ph.D., The University of Montana

Emma F. Johnson (2020), Assistant Professor of Chemistry; B.S., Frostburg State University; Ph.D., University of Pittsburgh

Alexandros V. Sivvopoulos (2020), Assistant Professor of Economics, B.B.A., M.A., Ph.D., University of Mississippi

Ronda S. Engstrom (2021), Assistant Professor of Criminology; M.A., Bowling Green State University; Ph.D., Indiana University of Pennsylvania

Jerod M. Caligiuri (2021), Assistant Professor of Mathematics, B.S., The Pennsylvania State University; M.S., Ph.D., University of Pittsburgh

Bryan D. Kozik (2021), Assistant Professor of History, B.A., University of North Carolina at Chapel Hill; M.A., University of Alabama; Ph.D., University of Florida

Aubrey H. Neumann (2021), Assistant Professor of Theatre, B.A., Lawrence University; M.A., University of Illinois Urbana-Champaign; Ph.D., The Ohio State University

Melissa D. Shockey (2022), Assistant Professor of Sustainable Resource Management, B.S., Glenville State College; M.S., Virginia Polytechnic Institute & State University; Ph.D., University of Georgia

Roshani Asuramana (2023), Assistant Professor of Chemistry, Ph.D., University of North Texas

Sallie Hamrick (2023), Instructor of Nursing; A.S.N., Davis & Elkins College; B.A.,WVU Institute of Technology; B.S.N., WVU Parkersburg; M.S.N., Western Governors University

Rebekah R. Hoxie (2023), Assistant Professor of Nursing, M.S.N., Western Governors University; Additional Study: American Sentinel College of Nursing & Health Sciences at Post University

Daria Goncharova (2024), Assistant Professor of English, B.A., Southern Federal University; M.A., Ph.D., University of Kentucky

Sydney E. Tammarine (2024), Assistant Professor of English, B.A., Otterbein University; M.F.A., Hollins University

Rachelle E. Hill (2025), Assistant Professor of Nursing, B.S.N., Thomas Jefferson University, College of Allied Health Sciences; M.S.N., Western Governors University

Colten R. Biro (2025), Assistant Professor of English, B.S., Spring Hill College; M.A., Saint Louis University; Ph.D., Saint Louis University

Allison F. Musgrave (2025), Assistant Professor of Accounting and Finance, B.S.B.A., West Virginia University; M.B.A., Charleston Southern University

Jennifer D. Pippin (2025), Assistant Professor of Mathematics, B.S., M.A.T., James Madison University; and additional study: Marshall University

Instructors

Jamie D. Morgan (2021), Instructor of Criminology; B.A., Marshall University; J.D., Nova Southeastern University

Kimberly D. Morgan (2021), Instructor of Psychology; M.A., Liberty University; additional study: Liberty University

Melanie Gribble (2022), Instructor of Education; B.A., M. Ed., Fairmont State University

Ashley K. Workman (2023), Instructor of Education; B.A., Davis & Elkins College; M.S.A., Salem University

Korey E. Burns (2023), Instructor of Creative Arts; B.F.A., Northwestern State University; M.F.A., Stephen F. Austin State University

Kenneth Beezley (2024), Instructor of Sustainable Resource Management; A.S., Glenville State University; B.S., M.S., West Virginia University

LaTishia A. Wilson (2024), Instructor of Education; B.A., University of Virginia; M.A., University of Phoenix; Ed.S., Regent University

Administration

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Jessica L. Vida, R.B.A., Administrative Assistant to the Education Department

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Alexandra Jefferds, B.S., M.S., Technology Support Specialist, Information Services
Jeffrey Moyer, A.A., Network/Systems Administrator
Allison Boggs, B.A., AV/Technology Support Specialist
Wyatt Lanham, B.S., Helpdesk Coordinator
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Gretel Schroeder, A.A., Evening Coordinator, Booth Library
Dawn Murphy, Informatioin Desk Staff, Booth Library
Nicholas Altman, B.A., Mail & Switchboard Clerk

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Jo Daniels, B.S., Testing and Office Manager
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Charlotte Judy, M.A., Supported Learning Program Instructor
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Office of Institutional Research

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Upward Bound Programs

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Vacant, Assistant Director, Pendleton & Pocahontas Counties Grant
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Tessa Randolph, B.A., Academic Advisor, Pendleton & Pocahontas Counties Grant
Yuanjie Du, B.A., B.A., M.A., Fiscal & Data Assistant
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Business Office

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Austin Light, B.S., Accountant
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Erin E. Quint, Assistant Director of Human Resources

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Melissa S. Reger, Accounts Receivable Clerk
Angela Vanscoy, Accounts Payable Coordinator
Carolyn Cocola, B.A, M.B.A., Student Accounts Coordinator

Title IX/Section 504 Coordinators

Amy Kittle, B.A., B.A.E.D., M.S., M.L.S., Title IX Coordinator/Section 504 Coordinator
Erin Quint, Deputy Title IX Coordinator
Kate Garlick, B.A., M.S., Deputy Title IX Coordinator
Jane Corey, B.A., M.B.A., Deputy Title IX Coordinator
Michael Mattison, B.A., M.A., Ph.D., Deputy Title IX Coordinator
Nikki Rose, B.A., M.B.A., Deputy Title IX Coordinator

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Kiley Calain, A.S.N., Nursing Enrollment Advisor
Kristi Cross, ternational Enrollment Advisor
Adrian Teter, B.A., Assistant Director of Student Success
Brodie Healy, B.S., Enrollment Advisor
Emma Powell, B.A., Enrollment Advisor
Casey Wendall, M.Ed., Enrollment Advisor
Ian Williamson, B.A., Enrollment Advisor
Jessica Alkire, Admissions Guest Relations Coordinator

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Stacy S. Kopp, M.S., Director of Communications & Marketing
Maureen Pasley, B.A., Director of Strategic Marketing
Cody A. Schauman, M.S., Coordinator of Communications & Marketing
Cooper A. Irons, B.S., Website Data Manager

Student Success

Angie Scott, Senior Director of Enrollment Management and Student Success
Adrian Teter, B.A., Assistant Director of Student Success
Chanda Collette, A.S., Assistant Director of Student Recruitment & Success; Ombudsperson

Athletics

Jennifer S. Riggleman, B.S., M.S., Ed.D., Director of Athletics

Nikki Rose, B.A., M.B.A., Senior Woman Administrator; Associate Athletic Director for Facilities and Event Operations; Head Coach, Men's & Women's Swimming
Artemisa Gutierrez, B.A., Assistant Coach, Men's & Women's Swimming
Elle Fracker, B.S., Associate Athletic Director for Student Experience; Head Coach, Softball
Kellsi Peterson, B.A., Assistant Coach, Softball
Dr. Mary Ann DeLuca, B.S., M.S., Ed.D., Special Advisor to Athletics; Chair of Sport Science
Laurie Chestnut, A.S., Office Manager and Compliance Assistant
Kerrie Snyder, B.S., M.S., L.A.T., A.T.C., Head Athletic Trainer
Katelynn Smith, B.S., M.S., L.A.T., A.T.C., Athletic Trainer
Emily Adkins, B.S., M.S., L.A.T., A.T.C., Athletic Trainer
Donna Carr, B.A.**,** Head Coach**,** Women's Basketball
Brett Ripley, B.S., M.B.A., Head Coach, Baseball; Statistical Coordinator
Heath Broughton, Pitching Coach, Baseball
Lance Vannoy, Hitting Coach, Baseball
Daniel Harris, B.S., M.S., Head Coach, Men's Basketball
John Coakley, B.S., M.S., Assistant Coach, Men's Basketball
Craig Ford, Assistant Coach, Men's Basketball
Samuel Rolle, B.S., Assistant Coach, Men's Basketball
Jason Pyles, B.A., M.S., Head Coach, Men's and Women's Cross Country/Men's and Women's Track
David Pomeroy, A.A., B.A., M.S., Associate Athletic Director for Internal Operations, Head Coach, Women's Lacrosse
Harley Kinney, B.S., Assistant Coach, Women's Lacrosse
Meir Lewin, B.A., M.A., Head Coach, Men's Soccer
Julie Danner, B.S., Head Coach, Volleyball
Tycen Allan, B.S. Head Coach, Men's Lacrosse
Mark Payton, B.S., M.S., Assistant Coach, Men's Lacrosse
Keenan Schaeffer, B.S. Head Coach, Women's Soccer
Trey Short, M.S., L.A.T., A.T.C. Compliance Coordinator, Athletic Trainer
Madisen Lavelle, B.S., Sports Information Director
Justin Case, B.S., Head Coach Men's Wrestling
Shane Levenson, B.S., Head Coach, Men's & Women's Golf

Student Life

Kate M. Garlick, B.A., M.S., Dean of Students and Deputy Title IX Coordinator
Brian M. Wilson, MAEd, Associate Dean of Students
Lisa M. Senic, B.S., Coordinator of Parent Relations/Administrative Assistant for the Office of Student Life
Hannah F. McCauley, B.A., M.A., Assistant to the Office of Student Life
Tammy L. Dickens, B.S., Coordinator of Campus Activities
Denver Rosier, Judicial Affairs Officer
Chelsey Toms, B.A., M.A., Residence Director for Glory Hall
Keenan Schaeffer, B.S., Residence Director for Darby Hall and Byrd Center
Elle Fracker, B.S., Residence Director for Moyer Hall
Daniel Harris, B.S., M.S., Residence Director for Presidential Center
Lexi Thomas, B.S., Residence Director for Booth Hall
Richard McGraw, B.S., General Manager, WCDE Radio: *Elkins AiR1*

Office of Public Safety

Casey L. Kopp, B.A - Director of Public Safety
Richard Stasny - Public Safety Officer
Kent Winn - Public Safety Officer
Austin Cabic - Public Safety Officer
Jeremiah Hyslop - Public Safety Officer
Cynthia Slater - Public Safety Officer
David Demastes – Public Safety Officer
Joshua Errington - Public Safety Officer
Joshua Wenzel - Public Safety Officer
Kris Hennig – Public Safety Officer

Dining Services

James Butler, Director of Dining Services
Kathy Canfield, Assistant Director of Dining Services
*Vacant***,** Campus and Community Events Coordinator
Matt Tyre, Campus Executive Chef
Heather Taylor, Administrative Assistant
Abigail Arbogast, Cook
Leslie Arbogast, Graceland Supervisor
Matthew Ballard, Cook
Nathaniel Broschart, Catering Server
Shyanne Corcoran, Dining Hall Server
Evan Barnett, Graceland Server
Briauna Crawford, Dining Hall Server
Brittany Demer—Dining Hall Supervisor
Kevin Dennison, Cook
Joseph Deville, Cook
Thomas Devine, Utility
Misty Gartmann, Caboose barista
Conner Giacobe, Utility
Tracy Guy, Utility
Skyler Harper, Cook
Hayden Hutzell, Graceland Utility
Victoria Lopez-Leon, Baker, cook
Noahthea Love, Utility
Mercedes Madrid, Cook
Katyanna Metheny, Cadillac Daddy Cafe Supervisor
Savannah Metheny, Catering Coordinator
Gracie Morisi, Graceland Server
Pat Nestor, Cashier
Pam Queen, Graceland Housekeeper
Molly Quint, Utility
Danny Rutter, Cook
Brian Schoonover, Utility
Marvin Smith, Cook
Jonathon (Wyatt) Stalnaker, Graceland Chef/ Innkeeper
Greg Taylor, Dining Hall/ Catering Chef
Angie White, Catering Server
Sadie Wilson, Dining Hall Server

National Management Resources
Physical Plant

Christian Hershey, Director of Facility Management
Lori Howes, Administrative Assistant & Work Order Coordinator

Maintenance & Grounds

Maintenance:

Donald Shiflett, Supervisor
Louie "Bud" Gassnola

Grounds:

Darius "Jake" Leary, Supervisor
Jason Arbogast

Zach Gribble
Steve House
Andrew Kyle
Josh Ramsey
Angelica Seamans
Kevin Wade
Nakita Arbogast
Ethan Garvin
Ian Garvin
Roger Isner
Isaac Knotts
Charles Moats, Special Projects

Housekeeping

Mary Arbogast, Supervisor
Barbara Arbogast
Jessica Bosserman
Rita Haney
Abigail Hershey
Nehemiah Hershey
Phillip Howell
Josh Leary
Nicole Leary
Kathy Pniewski
Amanda Spiva
Kimberly Teter
Elizabeth Thompson
Rebecca Wegman