

A photograph of a university campus. In the foreground, there are several large, mature trees with dense green foliage. A paved walkway leads from the bottom right towards a large, red brick building with a white portico supported by columns. A few people are walking on the path. In the background, there's a white house and a dark car parked on a street.

2018-2019
GRADUATE
CATALOG
WEST LIBERTY
UNIVERSITY

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Due to varying accreditation standards for each academic program it is important for students to review student handbooks for their academic program. Academic program requirements take precedence over general graduate catalog requirements.

MISSION

To provide our students with the opportunity for a high quality undergraduate, graduate, and professional education.

CORE VALUES

Opportunity
Caring
Professionalism and Integrity
Excellence
Civic Engagement

VISION STATEMENT

West Liberty University will be the premier 4-year institution of higher learning in the Upper Ohio Valley by:

1. Providing its students with a high-quality education that will prepare them for employment in current and future job markets or continuing their education;
2. Achieving excellence in all facets of university life, including academics, student experiences, athletics, and visual and performing arts;
3. Providing a comprehensive and significant liberal arts foundation that will prepare its students to communicate effectively, think critically, and assume roles as productive citizens of the global community;
4. Pursuing financial stability as an institution while also remaining affordable for its students;
5. Emphasizing high-quality professional relationships between students and faculty, both in and out of the classroom, through excellent instruction and advising;
6. Standing as a vigorous and vibrant source for the creation of knowledge through innovative and creative research and scholarly activity;
7. Providing technological capabilities and infrastructure to reflect contemporary educational needs and standards;
8. Facilitating vibrant relationships with the surrounding community through social, civic, and economic engagement activities, and building strong and enduring relationships with alumni and benefactors;
9. Supporting a safe campus environment that encourages diversity and inclusion for all members of the WLU community.

STRATEGIC GOALS

West Liberty University will continually enhance its academic programming to provide students with a

high quality, affordable, and comprehensive education.

West Liberty University will create an environment that fosters openness and effective communication with internal and external stakeholders.

A campus development plan that supports a safe and effective campus environment that provides appropriate learning and recreational spaces accessible to all constituents.

Vibrant and active student life opportunities accessible to all West Liberty University students.

West Liberty University will provide an affordable education while focusing on high quality, the student experience, and exceptional services.

West Liberty University will continue to strive for growth in competitive technology and technological infrastructure by increasing accessibility, training, and utilization for the entire campus community.

ACCREDITATION

West Liberty University is accredited by The Higher Learning Commission (HLC), 230 South LaSalle Street, Suite 7- 500, Chicago, IL 60604-1411, 1-800-621-7440.

Program-specific accreditations:

Master of Arts in Education (Reading Specialization and Multi-Categorical Special Education Concentrations)

o Council for the Accreditation of Educator Preparation (CAEP) / National Council for Accreditation of Teacher Education (NCATE) 1140 19 th St. NW, Washington, DC 20036. Phone: 202-223-0077

West Virginia Department of Education 1900 Kanawha Blvd, East, Charleston, WV 25305. Phone: 304-558-2681

Master of Business Administration
International Accreditation Council for Business Education (IACBE) 11374 Strang Line Road, Lenexa, Kansas 66215. Phone: 913-631-3009

Master of Science in Physician Assistant Studies
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) 12000 Findley Road, Suite 150, Johns Creek, GA, 30097
Phone: 770-476-1224

STATEMENT OF NON-DISCRIMINATION

West Liberty University prohibits discrimination and is committed to providing equal opportunity and an educational and work environment free from discrimination on the basis of sex, race, color, creed, religion, national origin, ancestry, physical or mental disability, age, sexual orientation, marital or family status, pregnancy, veteran status, service in the

uniformed services (as defined in state and federal law), genetic information, gender identity, or gender expression. West Liberty University shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations. The university is dedicated to ensuring access and equal opportunity in its educational programs, related activities, and employment. Retaliation against an individual who has raised claims of illegal discrimination or cooperated with an investigation of such claims is prohibited. Students and employees may bring questions or concerns to the attention of the Chief Human Resources and Title IX Officer, Diana Harto, Shaw Hall, CUB 131, 208 University Drive, West Liberty, West Virginia 26074, 304-336-8029 and 304-336-8440 (fax).

STANDING COMMITTEES

Except as noted, the Provost or designee is chairperson. Faculty members are appointed by the President. All students listed on standing committees have full voting membership privileges.

Academic Appeals: Hears cases of students who desire to appeal a final course grade, academic suspension, probation or dismissal, or charges of academic dishonesty. Each college shall designate one full-time faculty member to serve on the Academic Appeals Committee and one alternate. Faculty members from each college will nominate students at the beginning of the academic year, and the dean will forward these names to the Provost for consideration. For any given case, the committee will consist of three faculty members and two students from outside the college from which the appeal arises.

Academic Dishonesty: reviews cases in which students have been accused of multiple instances of academic dishonesty to determine appropriate penalties. The committee includes one faculty representative from each college and is chaired by the Provost or designee.

Assessment and Accreditation: reviews academic assessment reports required by the Board of Governors and the WV-HEPC during the Program Review process, or as subsequent follow-up reports. Assessment and Accreditation Committee recommendations are shared with the Provost, College Dean, Department Chair or Program Director, and Assessment Coordinator for each

academic program under review. Final reports and recommendations are submitted to the University Board of Governors and the WV-HEPC. The committee includes one faculty representative from each college, the Director of University Effectiveness, and a Chair appointed by the Provost. Membership terms are for three academic years and members may serve multiple terms. If a member is unable to fulfill their role, their college dean nominates a replacement for the remainder of that term.

Campus and Community Diversity: provides leadership in addressing diversity-related issues. The committee includes faculty, staff, students and members of the community.

Council of Department Chairpersons and Program Directors: Shares information about mutual problems for the purpose of effecting solutions; works cooperatively with other administrators, faculty, and students; makes formal recommendations when necessary in any and all areas of campus and academic life to the appropriate person or body including but not limited to the President and the Provost. Members: Department chairpersons of all academic departments and Program Directors of all individually accredited academic programs.

Council of Deans: Shares information about mutual problems for the purpose of effecting solutions; works cooperatively with other administrators, faculty, and students; makes formal recommendations when necessary in any and all areas of campus and academic life to the appropriate person or body including but not limited to the President, Provost, Curriculum Committee, and Faculty Senate. Members: the Provost and the academic college and school deans.

Distance Education: Provides leadership and oversight for all eLearning (online learning/distance learning). Supports the Office of eLearning and maintains compliance with WLU policy and the National Council for State Authorization Reciprocity Agreement as well as benchmarking performance against the Council of Regional Accrediting Commissions' Interregional Guidelines for the Evaluation of Distance Education. Chaired by the

Director of Distance Education, membership includes faculty representatives from each college and school, Office of eLearning staff, and a student selected by Student Government.

Faculty Development: Meets regularly to manage available faculty development funds. Responsibilities include establishment of guidelines, approval of requests for funding professional activities, and dissemination of information related to faculty development. Members: one faculty member from each college, a department chairperson or program director, a college or school dean, and the Provost or designee.

Graduate Studies Council: Shares information about mutual problems for the purpose of effecting solutions; works cooperatively with other administrators, faculty, and students; makes formal recommendations when necessary in any and all areas of campus and academic life relative to graduate education to the appropriate person or body including but not limited to the President, Provost, Curriculum Committee, and Faculty Senate. Serves as a general oversight body for graduate programs. Members: the Provost, the deans of academic colleges and schools with graduate programs, one faculty representative from each graduate program and one graduate student.

Institutional Research Board: Establishes and maintains guiding principles which elicit the highest professional standards in dealing with experimental human subjects in order to provide assurances that proper standards are met and procedures do not infringe upon the safety, health, and welfare of subjects at risk. The IRB will consist of at least one faculty representative from each college, an IRB administrator, and an IRB chair. The IRB administrator is the Dean of the College of Sciences who designates, in consultation with the Provost, an IRB Chair. Nominations for IRB membership are submitted by each college Dean as necessary, and appointments are determined by the IRB administrator and chair. The IRB administrator and chair are responsible for ensuring that IRB membership composition meets, to the best of their ability, current federal guidelines and regulations. Membership terms are for three academic years and members may serve multiple terms. If an IRB member is unable to fulfill their role, their college dean

nominates a replacement for the remainder of that term.

Research, Creative Activity and Performance (RECAP): Plans and organizes the annual RECAP symposium and competition for students of West Liberty University with the goal of recognizing and rewarding outstanding achievement in scholarly Research, Creative Activity, and Performance among both graduate and undergraduate students. Membership includes faculty and staff.

Residency Appeal: Hears cases of those students who desire to appeal tuition residency status. Members: three faculty members and one student elected by student government who is classified as an out-of-state student for purposes of tuition payment.

Sustainability: Organizes and promotes efforts related to recycling, environmental education, and sustainability. Consists of faculty, staff, and students.

ADMISSIONS

ADMISSIONS POLICY

Application Requirements

- a) A completed application form, and
- b) Official transcripts from each college or university attended (former WLU students do not need to submit their WLU transcripts).

*Please see individual program for specific admission requirements.

All credentials submitted in support of an application for admission become the property of the University and will not be returned to the student. Any student admitted upon the basis of false credentials will be subject to immediate dismissal from the University. Students who fail to register during the semester or term for which they have been admitted must file another application in order to gain admission at a later date. Depending on your academic program you may be automatically registered for your coursework.

Separate applications for residence halls must be submitted to the Office of Housing and Residence Life. Any change in student address must be reported to the Enrollment Services Center. Application forms are available online at westliberty.edu/apply. It is the applicant's responsibility to ensure that all admission documents are received by specified deadlines.

Due to the nature of varying accreditation standards, each graduate program has established admissions criteria and types of graduate admission. Please refer to your program of study for admissions standards for your academic program of study. Some academic programs may also have limited-enrollment.

Types of Graduate Admission

Regular

Regular admission is granted to degree-seeking students meeting all admissions requirements for their program of study. The student must:

1. Hold a bachelor's degree from an accredited institution;
2. Have an overall GPA required by the program of study;
3. Hold no deficiencies in the chosen program of study; and
4. Meet all additional criteria established by the program of study.

Conditional

Conditional Admission may be granted by recommendation of the Graduate Program Director/Coordinator for the program of study, when the student possesses a baccalaureate degree from an accredited college or university but clearly does not meet the criteria for regular admission. A student admitted conditionally may only register for six semester hours of graduate work and must complete those six hours with a GPA of at least 3.0.

Conditional Admission is the decision of the particular degree program. All conditions must be removed before a student achieves Regular Admission status and can register for future semesters.

Non-Degree

Students who wish to take graduate courses but do not wish to apply to a graduate program, or who have not met all requirements for admission to a graduate program may be admitted as non-degree students with the permission of the academic program director/coordinator. Non-degree students are not admitted to a specific program of study. Admission as a non-degree student does not guarantee admission to any course or program. The reasons for non-degree admission may be incomplete credentials, scholarship deficiencies, or lack of a degree objective. Even though a non-degree student has not been admitted to a graduate program, an academic program may allow a non-degree student to enroll in its courses under the following conditions:

- a) The applicant must hold a bachelor's degree;
- b) The applicant must submit an application for admission as a non-degree student;
- c) The applicant must submit an official transcript from each college previously attended; and
- d) The applicant must be approved by the Graduate Program Director.

Non-degree seeking students cannot qualify for federal financial aid.

Concurrent Admission

A senior undergraduate student may be granted Concurrent Admission to enroll in up to six (6) credit hours of graduate courses under the following conditions:

- a) the student has an overall undergraduate GPA of 3.0;
- b) the student must need no more than twelve (12) credit hours of undergraduate work to complete their baccalaureate degree; and
- c) the total number of courses per semester may not exceed 18 credit hours, including both undergraduate and graduate coursework.

Students must complete and submit a Concurrent Enrollment Application form. Graduate coursework may not be used to complete undergraduate degree requirements. This admissions status does not apply to students enrolled in five year degree programs. Exceptions to these requirements can be made by the Program Director, Coordinator, and/or Dean.

INTERNATIONAL STUDENTS

West Liberty University welcomes and considers qualified applicants from schools and colleges/universities located outside the United States. International students may be admitted if they have satisfactory academic records, meet program requirements, and have evidence of English Language Proficiency. Students from countries where English Language is not the official language and medium of instruction can prove English proficiency by one of the following:

- Test of English as a Foreign Language (TOEFL): score of 61 (Internet based), 173 (computer based) or 500 (paper based)
- International English Language Testing (IELTS): band score of 5.5
- Pearson Test of English (PTE Academic): score of 44
- EIKEN Test: grade 2A

If the student has attended a previous college/university, transcripts must be provided by the college/university. All foreign high school or

college transcripts and any supporting credentials must be certified English translations. All applicants requiring F-1 student visa, must provide documentation that indicates they can meet the financial responsibilities during the period of time they expect to be enrolled at WLU. Additionally, they must have accident and health insurance in force while they are in attendance at WLU. **Eligible international students can qualify for West Liberty's academic scholarships. In addition, WLU offers International Student Housing Scholarships to students from select targeted areas.**

WLU is authorized under Federal law to enroll nonimmigrant students.

*Academic program requirements may differ for admission, students are highly encouraged to review specific program requirements.

RETURNING STUDENTS

A returning graduate student who has not taken a graduate class at WLU for one or more consecutive semesters/terms (summers excluded), must submit a new Application for admission. The Application must show any intervening graduate work. Official transcripts of such intervening graduate work may be required. Graduate course work more than seven years old may not be counted toward a graduate degree.

TRANSFER OF GRADUATE CREDITS

A student, depending on academic program, may transfer graduate coursework completed at another regionally accredited graduate institution provided that the courses are appropriate to the student's program and the grades earned are B or better or equivalent, and are approved by the Program Director/Coordinator of the student's academic program. Transfer credits may not exceed 9 hours. Graduate credits transferred from other institutions will become a part of the Grade Point Average recorded on the student's West Liberty University transcript and may meet credit hour requirements toward graduation. Transfer credit will not be added to the student's record until the student has successfully completed at least 6 hours within their academic program at West Liberty University. All transfer credits must have been earned within a seven-year time limit counted from the date of enrollment in the first graduate course to be applied toward meeting degree requirements of the student's program. Due to accreditation standards, the MSPAS does not allow transfer credit.

GRADUATE ASSISTANTSHIPS

A Graduate Assistant is a graduate student appointed as a University employee in a position that provides the student with an apprenticeship experience. Such appointments may include the waiver of graduate tuition, housing waiver, stipend, and/or other financial support for graduate education. West Liberty University recognizes student employment as a Graduate Assistantship only under the definitions, conditions and categories below. Student employment outside these parameters will not be deemed a Graduate Assistantship.

Three categories of Graduate Assistantship:

1. Graduate Teaching Assistant (GTA): The duties of the GTA are primarily instructional. These individuals are selected based on past teaching experience or academic promise as effective instructors in their field of study. A GTA may be assigned responsibility for a self-contained class, for a laboratory or discussion class accompanying a faculty-taught lecture class, or for assisting a faculty member with teaching-related tasks such as lecturing, leading discussion groups, serving as an assistant to laboratory classes, advising students, proctoring examinations, preparing class materials, assisting during class, grading tests and papers, and providing general assistance in the instructional process. GTAs who teach courses for credit and/or assign final course grades must meet the faculty qualification standards established by WLU Policy.

2. Graduate Research Assistant (GRA): GRAs are selected for excellence in scholarship and promise as researchers. They may be employed by any of the University's academic, research, or administrative offices. They engage in part-time research as a portion of their training under the direct supervision of regular faculty members, or support the research initiatives of the institution. The nature of the assistance they provide may vary by discipline and can involve a variety of activities, such as library work, proposal writing, data gathering, and data analysis. While placement of GRAs within their program of study is a priority, some GRAs may be appointed to units outside their academic discipline.

3. Graduate Service Assistant (GSA): The title GSA refers to graduate students who are employed to aid faculty or staff members with functions of the unit in which the appointment is made. Any academic or nonacademic unit may establish service assistantships. The GSA is

responsible to a professional member of the unit who supervises and trains the student in the service role. Duties vary depending on the needs of the unit.

*For more information refer to WLU Procedure 254 at <http://westliberty.edu/human-resources/university-policy-procedure/>

FEDERAL AND STATE FINANCIAL AID

APPLYING FOR FINANCIAL AID

In order to be considered for financial aid, students must take the following actions.

1. Students must complete and submit an application for admission (new students only).
2. Students must complete and submit the Free Application for Federal Student Aid (FAFSA) at fafsa.ed.gov. The FAFSA must be submitted annually.
 - First time borrowers must also complete “Entrance Counseling” and the Master Promissory Note at studentloans.gov.
3. Students interested in aid for summer must complete a separate application, which is made available in March.

TEACH GRANT: The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants of up to \$3,760 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. As a recipient of a TEACH Grant, you must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. **IMPORTANT:** If you fail to complete this service obligation, all amounts of TEACH Grants that you received will be converted to a Federal Direct Unsubsidized Stafford Loan. You must then repay this loan to the U.S. Department of Education. You will be charged interest from the date the grant(s) was disbursed. To receive a TEACH Grant you must meet a number of student eligibility requirements. Please contact the WLU Financial Aid staff for additional information.

WORK STUDY: An employment position that is awarded to students showing financial need. The student is awarded work study through the Financial Aid staff. Students apply for available positions through the NEOGOV system. The student receives a paycheck every other week according the WLU payroll schedule. The usual workload per week varies from five to 20 hours. The work-study award is not applied to the student’s bill. The institutional

April 15 deadline must be met in order to receive work-study. The student must also complete a work-study request by May 1 in the Enrollment Services Center.

DIRECT LOAN PROGRAM: A federal subsidized and unsubsidized loan program available to all students. The maximum loan amount for a graduate student is \$20,500. Effective loan interest rates for the 2017-2018 academic year: Graduate loan interest rates: 6%. Repayment of the interest and principal begins six months after graduation or enrollment ceases. An Entrance Interview and Exit Interview are also required for any student receiving a Direct Loan. To apply for a Direct Loan, students must complete the FAFSA online at www.fafsa.gov. Entrance and Exit Interviews must be completed online at studentloans.gov. Graduate students must be enrolled in at least 6 credit hours per semester to qualify for direct loans.

PLUS LOAN: A federal loan program available to parents. A PLUS Loan Data Request Form must also be completed in the Enrollment Services Center or a parent may apply at studentloans.gov. The loan amount is determined either by the parent’s request or by the eligibility remaining towards the student’s cost of attendance. A credit check is required and will be processed by the Direct Loan Service. The current interest rate is 7%. Repayment is made through the Direct Loan Program and begins 60 days after the last disbursement of the loan is received. Usually the last disbursement is received in January. Borrowers have the option of waiting until six (6) months after the dependent student on whose behalf the parent borrowed ceases to be enrolled on at least a half-time basis. PLUS Loans are also available to graduate students. Please contact the WLU ESC for additional information.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID ELIGIBILITY

Federal Regulations require that students must be making measurable academic progress towards completion of an eligible degree or certification. This requires evaluation of both quantitative and qualitative academic progress as well as completion of degree objective within 150% of the normal timeframe. The policies described in this section pertain only to the awarding of financial aid. Students failing to meet the University’s satisfactory academic progress requirements will be ineligible for Federal Financial Aid which includes: Federal Stafford Loans, Federal PLUS Loans. Students will be notified by mail and their WINS account should

they need to appeal. A student will remain ineligible until such time the student meets the SAP requirements or has an appeal granted. All periods of enrollment will be included in the measurement of satisfactory academic progress including terms in which the student enrolled but did not receive financial aid. Progress will be measured once per academic year at the end of the spring term. A student who is deemed ineligible and does not successfully appeal may have his/her SAP status reviewed on individual basis at the end of any payment period. This request must be made to the WLU Financial Aid Office in writing.

Qualitative Standards:

Students must meet a qualitative standard of academic progress measured through grade point average. The required G.P.A. is based upon the total number of credit hours earned. Graduate students must have an accumulative G.P.A. of 2.5.

Quantitative Standard:

Students must meet a quantitative standard of academic progress measured by a percentage completion rate. Students must successfully complete 70% of all attempted credit hours. The calculation is made as follows: earned credit hours/attempted credit hours = completion rate. Courses with grades of "W", "WP", "WF", "I", "F", "FI", "N" and courses taken under the WLU class repeat regulations are included in attempted credit hours but are not included in earned credit hours. All credit, including transfer work, are included on the student's academic transcript.

Maximum Time Frame for Degree Completion:

To remain eligible for financial aid a student must complete their degree within 1.5 times the total number of credit hours attempted for their degree program, for example, a graduate student in an academic program requiring 30 credit hours must complete their master's degree program within 45 attempted credit hours. Students pursuing second degrees may be considered for financial aid. A second master's degree must be completed within an additional 36 credit hours. Federal Financial Aid shall be limited to two master's degrees. Students wishing to pursue additional degrees beyond these may do so but without federal financial assistance.

Appeal Process:

Under certain extenuating circumstances a student may appeal the satisfactory academic progress requirements. These circumstances include personal injury or illness during a period of enrollment; death of an immediate family member or legal guardian

during a period of enrollment; or other unexpected documented circumstances beyond the control of the student.

Appeals must be submitted to the WLU Financial Aid Office and must include supporting documentation of a student's extenuating circumstances. The deadline to submit an appeal will be documented in the student's notification of failure to meet SAP requirements. Appeals submitted after the published deadline will not be considered.

Financial Aid Probation:

Probation status for financial aid purposes will be assigned to a student who has failed to meet SAP requirements and who has had their SAP appeal granted. A student on financial aid probation may receive financial aid for one enrollment period. At the end of the probation period the student must meet SAP standards. Failure to do so will result in the student being ineligible for federal aid.

SCHOLARSHIPS

Some scholarships are awarded by various departments of the university on the basis of students' majors and/or special abilities. More detailed information on each of the scholarships offered may be obtained by contacting the Enrollment Services Center. Application deadlines can be found on the WLU webpage <http://www.westliberty.edu/financial-aid>.

RESIDENT ASSISTANT POSITIONS

Resident Assistants are students employed by the Office of Housing and Student Life to provide leadership to a specific residence hall floor. Resident Assistants contribute to the social, recreational, judicial and maintenance components of the entire residence hall system. Resident assistant interviews are typically held in both the fall and spring semesters. Qualified applicants must be in good standing, both in academics and student conduct. Interested students should contact the Office of Housing and Student Life for additional information.

INTERCOLLEGIATE ATHLETICS PROGRAM

The mission of the Athletics Department is to support the philosophy, goals, mission, core values, and vision statement of West Liberty University through conducting, regulating, and promoting high-quality intercollegiate athletics programs as an abiding member of the MEC and the NCAA, operating under the Division II Principles of Conduct for Intercollegiate Athletics identified in Constitution 2.

WLU's Intercollegiate Athletic Program is an integral part of the institution's total educational mission. Eighteen men's and women's sports are offered, providing diverse opportunities to accommodate students' needs and varying interests: football, women's volleyball, men's and women's tennis, men's and women's cross country, men's and women's basketball, wrestling, women's softball, men's baseball, men's and women's indoor and outdoor track, men's and women's golf, and women's soccer.

The philosophy of WLU Athletics embraces the concept of the "student-athlete" being a "student" first, as well as the principles of gender equity and requirements of Title IX. The physical and mental welfare of the student-athlete is of the highest importance. Fair play and sportsmanship are emphasized along with strict compliance to the rules and regulations of the MEC and the NCAA, operating under the Division II Principles of Conduct for Intercollegiate Athletics identified in Constitution 2.

The WLU Department of Athletics is committed to upholding the tenets of Title IX to provide a gender-equitable environment and overall student-athlete experience for student-athletes of both genders, and supports the University's overall efforts to maintain gender equity University-wide. The Equity in Athletics Disclosure Act, approved by Congress in 1994, requires that all co-educational institutions of higher education provide annual information pertaining to its athletics program, specifically, operating expenses and persistence rates. This information, along with persistence rates certified by the NCAA, are updated annually and are available the Department of Education and NCAA websites. The WLU Department of Athletics does not discriminate on the basis of race, religion, national origin, color, sex, age, veteran status, or disability and promotes an inclusive culture that fosters equitable participation for student-athletes and equitable career opportunities for coaches, administrators and support staff from diverse backgrounds and perspectives, and supports the University's overall efforts to prevent discrimination and foster diversity University-wide. Reasonable accommodations for participation in intercollegiate athletics may be provided for individuals whose disabilities are officially registered with the University's ADA Office based on the recommendation of the University's ADA Coordinator and the Director of Athletics.

TUITION AND FEES

TUITION, FEES, AND EXPENSES

WLU is required by the Higher Education Policy Commission to collect all tuition and fee payments in advance of each semester or summer term unless prior arrangements have been made with the Business Office.

Payment plans are available for the fall and spring semesters; however, **summer terms** are **not** eligible for payment plans.

Students attending the summer sessions will pay tuition, registration, and fees (for each term) at the rates listed online (westliberty.edu/business-office/). Late registration fees and refund policy for summer school classes are published in each summer schedule.

In cases where a payment plan has been approved, failure to complete payment by the date designated shall result in immediate cancellation of all course registrations for the current semester. In such cases, the student will owe the portion of the tuition and fees and room and board charges that are appropriate for the portion of the semester for which the student was registered for classes. For example, if a student is given permission to pay at the end of the second week of a regular semester and then is required to leave school because of nonpayment, that student will owe 10% of the tuition and fees for the semester and for two weeks for room and board plus all nonrefundable fees (visit westliberty.edu/business-office/ for a complete list of non-refundable fees). In such cases, students will not be permitted to register for further courses until the financial obligation has been paid in full. Additionally, the University will withhold all grades and transcripts until such time as the financial obligation is paid. The institution may turn delinquent accounts over to a third party for collection purposes.

Registration is not completed until a payment covering tuition, residence hall cost, board, and fees has been made to WLU. For payments made by check, the check must clear the bank prior to registration being completed. A returned check charge of \$25 will be assessed on each check returned for "insufficient funds" unless the student can obtain an admission of error on the part of the bank. The Business Office shall declare the fees unpaid and registration canceled until the check has been redeemed and the additional charge paid. Records will not be released by the Registrar's Office for any student who has a delinquent financial obligation to the University.

All registered students will be emailed an invoice prior to the beginning of each semester. Statements will be emailed twice monthly for additional activity on a student account. Failure to receive an invoice

will not be accepted as a reason for late payment(s). Students are able to review their charges and payments through their WINS account 24/7.

A late registration/payment fee shall be imposed upon all students who complete their registration or pay after the regular registration date established by WLU. For listing of registration dates, refer to the academic calendar. Students not having tuition and fees paid are subject to cancellation of registration. No deposit is required for any registered course, but students will be charged for any equipment damage or broken equipment if the result of student negligence.

A complete list of current tuition and fees may be accessed by visiting westliberty.edu/business-office/

TUITION REFUND POLICY

A student who withdraws from the University by following the proper procedure may be entitled to a refund of tuition and fees through the Business Office. Students receiving financial aid may owe a balance to the University as the amount of financial aid that a student receives is based on 100% attendance. Once a student withdraws, the University is required to complete a Title IV calculation. This process determines the amount of "earned aid" the student is entitled to. The "unearned aid" must be returned, ultimately leaving the student to have a balance due to the University. Students who officially withdraw from a portion of their courses during the refund period, and such withdrawal results in a reduction of enrolled hours to less than 12, must request a refund from the Business Office. Refunds for reduced course loads are not made automatically; only upon formal request by the student. Refunds are automatically computed only for students who withdraw from all courses during the refund period. A student who is required to withdraw for disciplinary reasons shall not be entitled to any refund. Refunds are calculated from the first full day of classes. Capital fees, orientation, lab and course fees are not refundable.

CONTINUING STUDENTS. Except for first-time enrollees, students who officially withdraw during a semester in the academic year shall receive a refund of regular fees in accordance with the following schedule:

Academic Year (Semester)

During the first and second weeks90% Refund
During the third and fourth weeks.....70% Refund
During the fifth and sixth weeks.....50% Refund

Beginning with the seventh weekNo Refund

Half Semester Courses

During the first week 90% Refund
During the second week70% Refund
During the third week.....50% Refund
Beginning with the fourth week.....No Refund

Summer Terms

Refunds for summer session shall be established based upon the refund rate for the academic year and calculated using the following schedule:
During the first 10% of the term90% Refund
From 11% to 25% of the term.....75% Refund
From 26% to 50% of the term.....50% Refund
After 50% of term is completed.....No Refund

Should the percentage calculation identify a partial day, the entire day should be included in the higher refund period.

FIRST TIME ENROLLEES. Students who officially withdraw before or during their first period of enrollment at WLU shall have their refund calculated as follows, in accordance with the provisions contained in the 1992 amendments to the federal Higher Education Act.

Academic Year (Semester)

During the first and second weeks.....90% Refund
During the third week80% Refund
During the fourth and fifth weeks70% Refund
During the sixth week60% Refund
During the seventh and eighth weeks....50% Refund
During the ninth week40% Refund
Beginning the tenth weekNo Refund

Half Semester Courses

During the first 10% of the term90% Refund
From 11% to 16% of the term80% Refund
From 17% to 27% of the term70% Refund
From 28% to 33% of the term60% Refund
From 34% to 44% of the term50% Refund
From 45% to 50% of the term40% Refund
After 50% of the term is completed.....No Refund

Courses with Duration Less than Half Semester

For first-time enrollees and continuing students, refunds for courses with duration less than half a semester shall be established based upon the refund rate for the academic year and calculated using the following schedule:
During the first 17%90% Refund
From 18% to 34%70% Refund
From 35% to 50%50% Refund

After 50% of the course is completed....No Refund

Should the percentage calculation identify a partial day, the entire day should be included in the higher refund period. Refunded fees must be returned in accordance with the requirement of the Higher Education Act whenever Title IV funds are involved. Allow approximately five weeks for refunds.

FINANCIAL AID REFUND AND RETURN POLICIES

Financial aid is to be used first for direct educational costs-tuition and fees and room and board, if on-campus. If a student withdraws and is to receive a refund of tuition and fees, room and board, if applicable, all or part of this refund will be used to reimburse the respective financial aid program(s) under Title IV from which the student received funds in accordance to the following schedule:

1. FFEL Programs
2. Direct Loan Program
3. Federal SEOG Program
4. Other Title IV Programs
5. To The Student

Beginning in the fall of 2000, students may be required to return "unearned financial aid" if they withdraw. If the student received financial aid in excess of direct costs, a percentage of this aid may be required to be returned depending upon the number of days the student was enrolled and the amount of aid received. Any questions regarding "unearned financial aid" should be directed to the Financial Aid Office.

RETURN POLICY. The required amount will be returned to the appropriate funding source and the student could then owe the University.

A student owing money to the University cannot receive any type of federally supported student aid disbursement for future enrollment periods unless payment arrangements have been made with the Business Office.

PARKING FEES

Color-coded parking permits (hangtags) are required for all motor vehicles parked on campus. There is a semester fee charged for the parking hang tag. Permits expire July 31 of each year. Loss of a parking permit requires an for a replacement and the lost permit will be voided. Students are required to follow all campus parking regulations. Student parking hangtags are distributed in the Student Services office and by Campus Police in the lower level of Shaw Hall.

UNPAID BILLS, FEES, FINES

All students should be aware that the University will withhold students' grades and transcripts if they have failed to meet all financial obligations to the institution. Also, students will not be allowed to enroll for a new semester or summer term if they have not met all financial obligations for a previous semester or summer term. Financial obligations include tuition and fees, room and board charges, damage charges, bad checks, library fines, parking fines, and other similar charges. Registration shall be canceled if tuition is not paid for the respective term by the stated deadline.

TRANSCRIPTS

There is a \$8 fee for the preparation of each official transcript. If there is rush priority (same day) transcript request, the fee for preparation is \$25. A written request is required for a transcript. Requests for transcripts should be mailed, faxed or scanned directly to the Enrollment Center and should include the last date of attendance, social security number, and all last names previously held. Signature of student is also required.

No transcript will be issued if there is a financial obligation to the university. Students have access to an unofficial transcripts in WINS.

RESIDENCE HALL ROOM DEPOSIT

All residence hall applicants are required to pay a room deposit, which must be submitted with the application. Room deposits are paid only once (providing that the deposit balance stays above \$0) and are used to cover the cost of room, floor and hall damages. Room deposits are refundable if a student cancels their room prior to July 15 for the fall semester and prior to Dec. 15 for the spring semester. Room deposit balances are carried over each year until the time the resident moves from the residence halls for the final time. Cancellation and Refund forms are available online at westliberty.edu/residence-life/cancel. Graduating student deposits will automatically be refunded.

ROOM AND BOARD PAYMENTS AND REFUNDS

Unless prior arrangements have been made in the Business Office, all students who live in the residence halls must pay in advance for at least one full semester. Checks and money orders should be made payable to West Liberty University for the exact amount of the obligation. Students not paying room cost in full by the stated deadline will be subject to removal from the residence hall. Financial obligations, including further information regarding housing deposit and refund entitlement,

are detailed in the Housing Contract. For specific information regarding housing policies and procedures, please contact the Office of Housing and Residence Life.

CAMPUS LIFE AND POLICIES

E-MAIL AND ONLINE WINS ACCOUNTS

All enrolled students will be assigned a WLU email account. Administration and faculty will distribute information to students through the students WLU email account. Students must regularly check their email accounts in order to stay informed of class assignments, deadlines, registration information and other campus information. Students should contact IT Services for email-related questions. New students will have email accounts created prior to the beginning of the entering semester, assuming the student is registered for classes. Students are required to use the WLU email account for university business. Billing statements will be sent to students via their WLU email account.

All enrolled students will have an online account via WINS (West Liberty Information System).

Important messages are posted in WINS.

Currently enrolled students also use WINS to:

- Accept Financial Aid Awards
- View and verify personal information (addresses, telephone numbers, major, advisor, etc.)
- Access Mid-term and Final Grades
- Register for courses - View unofficial transcripts
- Access billing and financial aid information
- Topper Tracks (Degree Audit)

Students should contact the Enrollment Center for WINS questions. Failure to check email and WINS accounts will not remove students from responsibility in meeting stated deadlines and procedures.

STUDENT LIFE POLICIES

Membership in the academic community in no way relieves the student of his/her responsibilities in the community at large. He/she is expected, as are all citizens, to respect local ordinances and state and federal statutes, both on and off the campus. Off the campus, a violation of an ordinance or statute is a matter for adjudication between the student and civil authorities. The special authority of the university will be asserted only when the university's interests as an academic community are clearly and distinctly involved. In such instances, university action will be responsive to the requisites of university life, and will remain independent of community pressure or censure. Offenses for which the university may impose disciplinary action are listed in the Student

Handbook. Disciplinary procedures will be in accordance with Policies, as set forth by the State of West Virginia and the Institutional Board of Governors.

TITLE IX

Title IX of the Educational Amendments Act of 1972 (amending the Higher Education Act of 1965) is the federal law prohibiting sex discrimination in educational institutions. This act is codified as Title 20, United States Code, Chapter 38, Sections 1681-1686. The act was also amended by the Civil Rights Restoration Act of 1987 ("Title IX").

The law states that "no person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." The amendment in 1987 expanded the definition of program or activity to include all the operations of an educational institution, governmental entity, or private employer that receives federal funds.

West Liberty University is committed to providing a safe, healthy, and respectful living, learning, and working environment for all members of its' community. Gender-based misconduct, which includes sexual or gender-based discrimination, harassment, exploitation, and assault, is incompatible with the values and standards of our campus community. Gender-based misconduct, which includes sexual or gender-based discrimination, harassment, exploitation, violence, assault, and more in compatible with the values and standards of our campus community. Reports of behavior that involves gender-based misconduct against any member of the campus community, including visitors, will be investigated and addressed in a timely manner in order to ensure the safety and well-being of both the individuals involved and the larger West Liberty University community.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a Federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

West Liberty University accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from

students' education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act. Within the WLU community, only those members, individually or collectively, acting in the student's educational interest are allowed access to student education records. These members include personnel in the Offices of Admissions, Registrar, Student Services, Financial Aid, Business Office, academic schools and departments, academic advisors and athletic department.

Students may complete a Request for Disclosure form in the Enrollment Center, giving a parent or guardian access to information.

At its discretion, the institution may provide Directory Information in accordance with the provisions of the Act to include: student name, address, telephone number, e-mail address, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may withhold Directory Information by completing a non-disclosure form in the Enrollment Center.

Request for nondisclosure will be honored by the institution for only one academic year; therefore, authorization to withhold Directory Information must be filed annually in the Enrollment Center or appropriate campus office.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. Students wishing to review their education records must contact the campus official in charge of the office in which the record is located. Records covered by the Act will be made available within 45 days of the request. Students may have copies made of their records with certain exceptions, (e.g. a copy of the academic record for which a financial "hold" exists, or a transcript of an original or source document, which exists elsewhere). These copies would be made at the students' expense at prevailing rates. Education records do not include records of instructional, administrative, and

educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the law enforcement unit, counseling and student health records, employment records, or alumni records. Counseling and health records, however, may be reviewed by physicians or other appropriate professionals of the student's choosing.

Students may not inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the Registrar or appropriate campus official. If the decisions are in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended; and they will be informed of their right to a formal hearing. Student requests for a formal hearing must be made in writing to the Provost, who, within a reasonable period of time after receiving such requests, will inform students of the date, place, and the time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panels, which will adjudicate such challenges, will be the vice president for academic affairs, vice president for student affairs, a faculty member appointed by the president, and a student appointed by student government.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected

or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair, or not keeping with the provisions of the Act, may request, in writing, assistance from the President of the institution. Further, students who believe that their rights have been abridged may file complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. S.W., Washington, D.C. 20202, concerning the alleged failures of WLU to comply with the Act.

CAMPUS LIFE

Being a college student is about finding opportunities to learn about one's self whether in or out of the classroom. The Office of Housing and Student Life works to provide co-curricular activities for those who want to be involved at West Liberty. Whether it is a student organization, Student Government Association, leadership programs, Campus Activities programs, or Greek Life, there is something for each student who wants to get involved. West Liberty has more than 50 clubs and organizations.

Campus Activities further seeks to provide leadership, involvement, and engagement opportunities for students in the planning, proposal, promotion, and presentation of a variety of activities. These activities are designated to serve the cultural, educational, and social interests of the WLU community. Campus Activities and the Student Government Association traditionally sponsor, plan, promote, and present several major events yearly. Some of these include TopperFest, West Lib Idol, Open Mic Nights, and Team Trivia. Involvement in campus activities can provide students a foundation for success, a passion for learning, and a commitment to responsible global citizenship while fostering creativity and service. Additional information is available throughout the semester through the Office of Housing and Student Life.

RESIDENCE LIFE

The Office of Housing and Student Life provides a residence hall experience that complements and broadens the educational mission of the university.

Life in the residence halls provides support for the classroom experience, allows students opportunities to socialize and study with their peers, and provides an array of programs and activities that enhance the university experience.

Each residence hall is staffed by live-in professional staff or student para-professional hall directors and student resident assistants who provide administrative, advising and programming services. Residential students are encouraged to assume an active role in their residence hall and campus life. Regular floor and hall meetings provide opportunities for two way communication between staff and residents. The residence hall environment also keeps residents informed of institutional policies and procedures and provides information and activities that maintain a positive, educational and safe living experience.

There are currently a total of seven residence halls, three apartment complexes and several student houses and cabins on campus. All residential facilities are non-smoking. Each residence hall and apartment complex offers its own laundry facilities and kitchens, and all are located in close proximity to academic buildings and dining facilities. Both first year and returning students may reside in any residence hall, and all residence halls are co-ed. Apartments, cabins and houses require a separate application process and are open to only returning students or transfer students.

Apartments, Cabins, and Houses: Campus apartments, cabins, and houses are adjacent to campus and offer alternative housing options for upperclass students. The number of units available varies by semester and year.

Beta Hall: Beta Hall provides air conditioned suites with semi-private baths. There is a lounge on each floor for social and study space.

Bonar Hall: Bonar Hall is named for John S. Bonar, president from 1926-1933. The residence hall offers honors housing, with carpeted rooms, air conditioning, and semi-private baths.

Boyd Hall: Boyd Hall is named for Mrs. Robert Lee Boyd of Wheeling, in recognition of her services as a member of the State Board of Education. The hall has community bathrooms and a lounge on each floor. Boyd Hall offers private rooms at a regular room rate for students.

Curtis Hall: Curtis Hall is named in honor of General William B. Curtis and his family. The

residence hall offers community bathrooms, a lounge on each floor and air conditioning.

Hughes Hall: Hughes Hall is named for Raymond G. Hughes, a member of the English faculty from 1931 until 1970. The residence hall offers air conditioned suites, carpet flooring and air conditioning, with semi-private baths, and a lounge on each floor.

Krise Hall: Krise Hall is named for Nelle M. Krise, a member of the faculty from 1926 to 1966. The residence hall offers air conditioned suites with semi-private baths and a lounge on each floor.

Rogers Hall: Rogers Hall is named for Mrs. George Rogers, Dean of Women from 1937 to 1952. The residence hall offers community bathrooms and lounges on each floor. Rogers Hall offers private rooms at a regular room rate for students. Rogers Hall also holds the "Marketplace", the on-campus dining facility.

INTRAMURALS

The Intramural program is one of the great traditions at WLU. WLU offers competitive and recreational activities within a variety of individual and team sports that involve hundreds of students annually. Individual sports include billiards, racquetball, tennis, and table tennis. Team sports include flag football, soccer, volleyball, bowling, 3v3 and 5v5 basketball, floor hockey, dodgeball, kickball, and softball. Some sports have multiple leagues (i.e. men's, women's, coed). Each year new events are planned based on the students' wants. The Intramural program is operated by the Office of Housing and Student Life.

ALUMNI ASSOCIATION

The West Liberty University Alumni Association was founded in June 1877 with 103 members. From its beginning, the growth and development of the Alumni Association has been dedicated to promoting the interests of WLU and strengthening the loyalty of and fostering support among its graduates, former students, and friends. The association serves as the liaison between the alumni of WLU and its administration, staff, faculty, students, and friends. Today, the Alumni Association represents over 50,000 alumni and continues to foster a spirit of unity and fellowship through communications, development, publicity, special events, recruiting, and career exploration to meet the diverse interests of its constituents.

ALUMNI ASSOCIATION "WALL OF HONOR"

The West Liberty University Alumni Association Board of Directors instituted a project in 1990 to demonstrate to current students, visitors, and friends that the university has some very successful graduates. This project, known as the "Alumni Wall of Honor," is a dramatic way to honor some of the university's most distinguished alumni and display pride in the accomplishments of its graduates. The concept was suggested by then Associate Professor of Physics Robert W. Schramm, a 1958 graduate of the university and a 2002 Alumni Wall of Honor inductee. Schramm passed away in 2014. The Alumni Wall of Honor is housed in the south end of the College Union in a beautifully appointed room featuring a series of photographs and identifying nameplates on the walls. The room also features comfortable furniture and a large screen television for meetings and special events.

COUNSELING SERVICES

Location: Student Union second floor, Room S14
Counseling is free and confidential.

Problems may arise that interfere with a student's adjustment, happiness, health and academic performance. Seeking help or advice is not an admission of weakness, but a demonstration of a student's determination to help themselves' during a challenging or critical period of adjustment.

Students seek counseling for many reasons including: academic concerns, alcohol abuse, anxiety, depression, drug abuse, eating disorders, grieving, homesickness, identity issues, loneliness, relationship issues, self-injurious behavior, sexual/physical assault, sleep problems, stress, and suicidal thoughts or gestures.

To schedule an appointment:

1. Sign into your WINS account, Click Student Services, Click Request a Counseling Session
2. Email lwitzberger@westliberty.edu
3. Phone 304-336-8215
4. Referral box beside office door
5. Walk – In

DEPARTMENT OF CAMPUS POLICE

The WLU Department of Campus Police is dedicated to provide excellence in service to the campus community. We shall strive to insure a safe, secure and pleasant atmosphere, conducive to a positive social and educational process, in the law enforcement efforts to protect the campus community.

Campus law enforcement is primarily the responsibility of the Department of Campus Police, which provides 24-hour-a-day patrol to the grounds, parking lots, residence halls, academic buildings and the faculty housing area. The Campus Police Office is located on the lower level in Shaw Hall. Officers may be reached by calling 304.336.8021.

The Campus Police Department employs campus police officers commissioned by the State of West Virginia, with full law enforcement authority and responsibilities identical to the local police or Sheriff's Department. The Campus Police officers work closely with the West Virginia State Police, Sheriff's Department, and other law enforcement agencies.

West Liberty University has met or exceeds the training standards of the West Virginia Criminal Justice and Highway Safety Law Enforcement Training Committee. They also receive on-going in-service and specialized training in non-violent crisis intervention, legal updates, domestic violence, firearms, and other skills.

Campus Police officers enforce state, local and university rules and regulations governing underage drinking, the use of controlled substances, weapons, and all other incidents requiring police assistance. They are also responsible for public safety services, such as crime reports, medical emergencies, fire emergencies, and traffic accidents. Monthly reports are reported to the West Virginia State Police, who are consistent with the Uniform Crime Reporting (UCR) systems.

The Campus Police Department is a designated "Safe Place" for children.

ANNUAL REPORT ON CAMPUS SAFETY

This annual Campus Safety Report is required by the Student Right to Know and Campus Security Act of 1990. The Act requires that it be sent to all employees and students of the University. It contains the following:

1. A summary of the institution's security procedures.
2. The annual summary of reported incidents for the previous three calendar years.
3. A list of definitions explaining the various categories of incidents reported in the annual summary.

The current report is available online at westliberty.edu/residence-life/asr or by stopping by the Campus Police Office.

CAMPUS AUTOMOBILE REGULATIONS

All motor vehicles parked on campus by the students, faculty, and staff of the institution must park in authorized parking spaces. Signs and/or

parking space lines mark all lots and parking spaces. Whenever possible, operators of motorcycles are requested to utilize less than a full parking space. Any vehicle requiring a state license is classed as a motor vehicle.

Registration: All motor vehicles on campus must be registered with the Campus Police office located in Shaw Hall. Registration forms are available for this purpose.

Color-coded parking hangtags are available every year. Only one hangtag per person will be issued. Permits expire 31 July of each year and must be renewed prior to 1 August. Loss of parking permit requires a fee for a new one and the lost permit will be voided.

The charging of fees and the issuing of hangtags merely authorizes the holders to drive and park on campus; they do not guarantee the availability of a legal space in which to park a car. The university will continue to monitor the demand for parking spaces. Operators of automobiles are asked to report to Campus Police Office for assistance at any time when there appears to be no legal space in which to park a car.

The parking hangtag must be visible in all vehicles which park in the assigned parking areas at all times while parked on campus or a parking/traffic citation will be issued. Traffic citations will be issued on campus for the following types of violations: unauthorized parking, parking in fire lane, at yellow curb or on yellow lines, on the grass, in a drive way or flow of traffic, parking improperly or occupying two parking spaces, driving recklessly or the wrong way on a one-way street, running a "Stop" sign, exceeding the campus speed limit of 15 m.p.h., or parking in traffic circles, such as those in front of Beta and Hughes Halls, and in the lane behind Beta. Vehicles found to be violation according to the above stipulations of the code may be ticketed, towed, or booted. Failure to pay fines will result in a hold placed on academic records and/or booting or towing the vehicle.

Any person guilty of negligent homicide or reckless driving upon any of the drive ways or other parts of the campus is subject to arrest by Campus officers or other law enforcement officers. Reckless driving includes driving on any area of the campus not intended for automobile traffic, such as sidewalks and lawns.

THE UNIVERSITY IS NOT RESPONSIBLE FOR DAMAGE OR THEFTS.

ACCESSIBILITY SERVICES

The Office of Accessibility Services, which is part of the Learning and Student Development Center, is available to assist any student with a disability. A

student who recognizes that his/her academic or campus activities are limited or in some way restricted as a result of mobility, visual, hearing, learning, or emotional disability may contact the Director of the Learning and Student Development Center for a personal conference.

The institution does not require students to disclose information regarding a disability. Students are requested to voluntarily contact the Office of Accessibility Services. Students can be assured that no information will be shared without their permission.

The Accessibility Services Office can arrange to provide the student with several academic and campus life support services tailored to their specific needs. For information, please call 304.336.8018. Services are located in Main Hall, Room 140.

TUTORIAL SERVICE

The Tutorial Program offers free services. Peer tutors can help with time management, concentration, note taking, reading comprehension, test preparation and test taking, as well as explanation of specific course material. The tutors, who receive training in preparation for their role, are faculty-recommended, upperclass-ranked students. The Tutoring Program, which is located in the Learning and Student Development Center, also provides students a quiet place to study. If interested in obtaining tutorial assistance, please call 336-8216 or 336-8185.

HEALTH SERVICES

Provisions of the services to which a student is entitled are detailed below:

1. **MANDATORY HEALTH FORM.** Completion of the Mandatory Health Form is required of each student entering the university whether he/she enters as a freshman or as a transfer student. The Mandatory Health Form may be completed by the student in advance of registration and sent to the University Health Services. Students who fail to submit the required health form may be denied student medical care, participation in intercollegiate sports, or entry into some academic programs.
2. **PHYSICIANS.** During the regular university year a university physician is available for consultations with and treatment of university students Monday-Friday mornings. The physician's schedule varies. Please call Student Health Services or check the Health Services website for the physician's schedule. Physicians are also available at Doctors Urgent Care during hours of operations.

3. **REGISTERED NURSES.** Evaluation and treatment of students with health concerns will be provided by the Health Services Director, who maintains regular office hours (7 a.m. to 3 p.m.) Monday through Friday. There is no charge for these services.

DENTAL HYGIENE CLINIC

Dental hygiene preventive services are available in the Dental Hygiene Clinic to all members of the campus community during the fall and spring semesters. The services available include: teeth cleaning, x-rays, fluoride treatments and nutritional counseling.

A nominal fee is charged for an appointment. Appointments may be made by calling the Dental Hygiene Program office at 304.336.8633 or by stopping by the office located in Campbell Hall.

CAREER SERVICES

The Career Services Office is committed to assisting students and alumni career development and job seeking skills in order to effectively prepare them for employment. In this process, students are encouraged to develop their potential by gaining experiences and skills through the academic environment, campus involvement, volunteering/service activities, internship opportunities and career exploration. The ultimate goal is for students and alumni to be able to successfully conduct their own self-directed job search as well as manage their goals into viable career objectives.

The office houses a variety of resources for students in the area of career services.

Services:

- Career/interest inventories
- Career workshops/classroom presentations
- Internship exploration/identification
- Resource center and reference library
- Job vacancy listings
- On-campus interview opportunities
- Job /graduate school fairs
- On-line portfolio
- Resume referral and fax service
- Undeclared academic advising support
- Job search assistance
- Administration of MAT

Students may call 304.336.8018 or visit Main Hall, Room 140, to make an appointment.

INFORMATION TECHNOLOGY SERVICES

Information Technology Services (ITS) facilities are located in the basement of the East Wing Main Hall.

Offices for Network Administration, ITS Help Desk, and the Student Laptop Center are housed here. The Student Government-sponsored 24-hour lab in the College Union is maintained by IT Services and has four computers with access to high-speed print and copying capability.

An online faculty development facility (Sakai) is located in the East Wing Main Hall first floor in the Office of E-Learning. Its purpose is to provide faculty training in instructional design for online teaching and learning.

IT Services maintains an "open" WIFI network for students, guests, and contractors.

A secure WIFI network is also available for staff and faculty in selected buildings on the main campus.

The Highlands Center has a wireless network in the classrooms and administrative offices.

IT Services maintains the campus data network. All the residence halls have COMCAST high-speed internet WiFi and digital TV services.

WRITING CENTER

The E. Kent & Barbara Culler Robinson Writing Center offers free one-on-one tutoring sessions to undergraduate and graduate students throughout all stages of the writing process. The Mission at the Robinson Writing Center is to support students from all academic disciplines in improving their skills in written communication and gaining confidence in their writing abilities. With these goals in mind, tutors aim to teach rhetorical principles that not only help students to approach the task at hand, but also transfer across different courses and writing assignments.

Students can schedule an appointment online at <https://westliberty.edu/humanities/students/writing-center/>

The Robinson Writing Center is located in L14, on the bottom floor of the Elbin Library.
writingcenter@westliberty.edu

ACADEMIC POLICIES

REGISTRATION

The calendar of the academic year specifies the days when registration occurs. It is important that students register on these days. Students are required to meet with Academic advisors. Freshman students are required to be present for orientation preceding the arrival of upperclassmen. Orientation/registration is held during the summer for freshmen and transfer students. All new students are required to participate in these events. Enrolled students register online via WINS accounts.

CREDIT HOUR

Students will earn credit hours for each course completed. Academic departments determine credit hours for each course offered. The credit hour is based on the Carnegie Unit. Each credit hour is approximately 50 minutes of lecture time.

COMMITTEE ON ADMISSIONS AND CREDITS

Problems concerning admission to WLU, transfer of credits from another institution, quality point averages, and all matters of like nature are acted upon by the Committee on Admissions and Credits of which the Registrar is chairperson.

PASS/FAIL AND CREDIT/NO CREDIT COURSES

Students have the option of taking certain courses on a Pass/Fail grading option. In such cases, the grade of "K" is awarded as the passing grade and the grade of "F" is given as the failing grade. The Pass/Fail option is available only in a limited number of courses as designated by the Graduate Council. A few courses are given on a Credit/No Credit basis. In such cases, the grade of "K" is given if the course is successfully completed and a grade of "N" is given if the course is not successfully completed. The Credit/No Credit option is also available only in a limited number of courses as designated by the Curriculum Committee.

RESIDENCY CLASSIFICATION FOR ADMISSION AND FEE PURPOSES

1. Students enrolling in a West Virginia public institution of higher education shall be assigned a residency status for admission, tuition, and fee purposes by the institutional officer designated by the president. In determining residency classification, the issue is essentially one of domicile. In general, the domicile of a person is that person's true, fixed, permanent home and place of habitation. The decision shall be based upon information furnished by the student and all other relevant information. The designated officer is authorized to require such written documents, affidavits, verifications, or other evidence as is deemed necessary to establish the domicile of a student. The burden of establishing domicile for admission, tuition, and fee purposes is upon the student.

If there is a question as to domicile, the matter must be brought to the attention of the designated officer at least two weeks prior to the deadline for the payment of tuition and fees. Any student found to have made a false or misleading statement concerning domicile shall be subject to institutional disciplinary action and will be charged the

nonresident fees for each academic term theretofore attended.

The previous determination of a student's domiciliary status by one institution is not conclusive or binding when subsequently considered by another institution; however, assuming no change of facts, the prior judgment should be given strong consideration in the interest of consistency. Out-of-state students being assessed resident tuition and fees as a result of a reciprocity agreement may not transfer said reciprocity status to another public institution in West Virginia.

2. Residence Determined by Domicile

Domicile within the State means adoption of the State as the fixed permanent home and involves personal presence within the state with no intent on the part of the applicant or, in the case of a dependent student, the applicant's parent(s) to return to another state or country. Residing with relatives (other than parent(s)/legal guardian) does not, in and of itself, cause the student to attain domicile in this State for admission or fee payment purposes. West Virginia domicile may be established upon the completion of at least twelve months of continued presence within the State prior to the date of registration, provided that such twelve months' presence is not primarily for the purpose of attendance at any institution of higher education in West Virginia. Establishment of West Virginia domicile with fewer than twelve months' presence prior to the date of registration must be supported by evidence of positive and unequivocal action. In determining domicile, institutional officials should give consideration to such factors as the ownership or lease of a permanently occupied home in West Virginia, full time employment within the State, paying West Virginia property tax, filing West Virginia income tax returns, registering of motor vehicles in West Virginia, possessing a valid West Virginia driver's license, and marriage to a person already domiciled in West Virginia. Proof of a number of these actions shall be considered only as evidence which may be used in determining whether or not a domicile has been established. Factors militating against the establishment of West Virginia domicile might include such considerations as the student not being self-supporting, being claimed as a dependent on federal or state income tax returns or the parents' health insurance policy if the parents reside out of state, receiving financial assistance from state student aid programs in other states, and leaving the state when school is not in session.

3. Dependency Status

A dependent student is one who is listed as a dependent on the federal or state income tax return of his/her parent(s) or legal guardian or who receives major financial support from that person. Such a student maintains the same domicile as that of the parent(s) or legal guardian. In the event the parents are divorced or legally separated, the dependent student takes the domicile of the parent with whom he/she lives or to whom he/she has been assigned by court order. However, a dependent student who enrolls and is properly classified as an in-state student maintains that classification as long as the enrollment is continuous and the student does not attain independence and establish domicile in another state.

A nonresident student, who becomes independent while a student at an institution of higher education in West Virginia does not, by reason of such independence alone, attain domicile in this state for admission or fee payment purposes.

4. Change of Residence

A person who has been classified as an out-of-state student and who seeks resident status in West Virginia must assume the burden of providing conclusive evidence that he/she has established domicile in West Virginia with the intention of making the permanent home in this State. The intent to remain indefinitely in West Virginia is evidenced not only by a person's statements, but also by that person's actions. In making a determination regarding a request for change in residency status, the designated institutional officer shall consider those actions referenced in Section 2. The change in classification, if deemed to be warranted, shall be effective for the academic term or semester next following the date of application for reclassification.

5. Military

An individual who is on full-time active military service in another state or a foreign country or an employee of the federal government shall be classified as in-state student for the purpose of payment of tuition and fees, provided that the person established a domicile in West Virginia prior to entrance into federal service, entered the federal service from West Virginia, and has at no time while in federal service claimed or established a domicile in another state. Sworn statements attesting to these conditions may be required. The spouse and dependent children of such individuals shall also be classified as in-state students for tuition and fee purposes.

Persons assigned to full-time active military service in West Virginia and residing in the State shall be classified as in-state students for tuition and fee

purposes. The spouse and dependent children of such individuals shall also be classified as in-state students for tuition and fee purposes.

6. Aliens

An alien who is in the United States on a resident visa or who has filed a petition for naturalization in naturalization court, and who has established a bona fide domicile in West Virginia as defined in Section 2 may be eligible for in-state residency classification, provided that person is in the State for purposes other than to attempt to qualify for residency status as a student. Political refugees admitted into the United States for an indefinite period of time and without restriction on the maintenance of a foreign domicile may be eligible for an in-state classification as defined in Section 2. Any person holding a student or other temporary visa cannot be classified as an in-state student.

7. Former Domicile

A person who was formerly domiciled in the State of West Virginia and who would have been eligible for an in-state residency classification at the time of his/her departure from the state may be immediately eligible for classification as a West Virginia resident provided such person returns to West Virginia within a one-year period of time and satisfies the conditions of Section 2 regarding proof of domicile and intent to remain permanently in West Virginia.

8. Appeal Process

The decisions of the designated institutional officer charged with determination of residency classification may be appealed to the Residency Appeals Committee. Decisions of the Residency Appeals Committee may be appealed to the president of the institution. Residency appeals end with the president.

POLICY ON ACADEMIC DISHONESTY

Academic Dishonesty, in whatever form, belies the stated philosophy of West Liberty University "to promote the development of the intellectual, cultural, social, physical, emotional, moral, and vocational capacities of all persons within its sphere of influence." Individuals who commit acts of academic dishonesty violate the principles, which support the search for knowledge and truth. The academic community has established appropriate penalties and disciplinary action for such behavior.

1. Types of Academic Dishonesty:

a. Cheating: Using or attempting to use unauthorized materials, information in any academic exercise. Examples: Using or

attempting to use "cheat sheets" to gain credit on quizzes or tests; having a substitute take a test; having another complete a research or writing assignment; and/or using the service of a term paper company.

b. Fabrication: Falsifying/inventing any information/evidence or neglecting to follow established guidelines of research and documentation. Examples: Distortion of evidence to prove some experiment; and/or creation of false sources/fictitious evidence.

c. Collaboration: Assisting others in engaging in scholarly wrongdoing. Examples: Stealing and distributing tests, etc.; permitting another to use a research paper/design; and/or permitting another to copy from his/her paper during an exam.

d. Destruction of Reference Sources and/or denying others access to learning materials. Example: Destruction of journal articles in the library's collection; stealing of books and other materials from the library or other sources.

e. Plagiarism: Representing the words or ideas of another as one's own. Examples: Not footnoting direct quotations; not acknowledging a paraphrase.

f. Misrepresentation of statistics

2. Penalties:

A student who violates the academic honesty policy may be subject to one or more of the following penalties:

a. A faculty member may award a failing grade on an assignment; lower a course grade or award a failing course grade, including a WF should the student withdraw from the class prior to the 2/3s withdrawal deadline.

b. The University may place the student on probation.

c. The University may suspend the student.

d. The University may expel a student from a program or the University.

3. Procedures for Handling Academic Dishonesty Cases:

a. As soon as is reasonable after discovery of the offense; the faculty member will discuss the incident with the student. This may be done in person or by appropriate electronic means. A written explanation of the charges/incident and

the specific penalty being administered or recommended is to be filed with the Provost's Office within five (5) working days of the offense using the online form for that purpose available on the Provost's web page. The faculty member should attach any appropriate documentation to the online form and should also maintain their own records of the incident. The Provost's Office will provide copies of the report to the following: i) the faculty member, ii) the student, iii) the student's academic advisor, iv) the chair or program director of the program from which the course was offered and of the student's program of study, and v) the dean of the college from which the class was offered and of the student's program of study. The Provost's Office will maintain a file of academic dishonesty reports for each student for whom a report has been submitted.

- b. Cases of academic dishonesty in which the imposed penalty is one of those listed in Section 2.a will be resolved between the faculty member and the student. In such cases the student maintains the right to appeal the course grade per WLU Procedure 221.
- c. If the faculty member recommends one of the penalties from Section 2.b, 2.c, or 2.d, the proposed penalty may be initiated by the appropriate Chair or Program Director after consultation with the appropriate Dean.
- d. When two (2) separate incidents of academic dishonesty are reported for the same student, the student's file of academic dishonesty reports will be reviewed by the Academic Dishonesty Committee. The committee may request additional information from any source. The committee shall determine whether an additional penalty from Section 2.b, 2.c, or 2.d is appropriate and recommend any such penalty to the Provost for approval and initiation. The committee will review the student file again with any incident of academic dishonesty beyond the second.
- e. When a penalty from Section 2.b, 2.c or 2.d is administered, the student has the right to appeal to the Academic Appeals Committee per the Academic Probation and Suspension Appeals Policy and Procedure.

ACADEMIC PROBATION, SUSPENSION, AND DISMISSAL APPEALS POLICY AND PROCEDURE

Policy Regarding Appeals of Academic Suspension, Probation, or Dismissal:

- a. Responsibilities: Students are expected to adhere to institutional academic standards and acceptable standards of behavior and responsibility in all academic settings, classrooms, laboratories, clinics, and other activities which are part of academic requirements.
- b. Sanctions: Infractions of institutional academic standards, rules and regulations, as stated in the University catalog or student handbook, may result in academic sanctions such as suspension, probation, and/or dismissal from the Institution or from an academic Program.
- c. Students wishing to appeal a first or second academic suspension must follow procedures outlined in their suspension letter.

Due to varying accreditation standards, students should refer the handbook for their academic program.

STUDENT RIGHTS AND RESPONSIBILITIES

Policies, Rules, and Regulations Regarding Student Rights, Responsibilities, and Conduct are published in the Student Handbook. This Code of Conduct establishes a general policy on student life; identifies behavioral expectations and prohibited acts; prescribes penalties and sanctions for prohibited conduct; defines the powers, authority, and duties to be exercised by presidents and officials of colleges and universities under this bulletin; prescribes disciplinary actions and proceedings to be taken in cases of violations of these policies, rules, and regulations; and prescribes basic student academic rights and procedural standards to be applied when action is taken regarding institutional academic standards, rules and regulations, final grade challenges, and instances of academic dishonesty.

APPROPRIATE COMPUTER USE POLICY

Our Appropriate Use Policy (AUP) is designed to help protect our customers (defined as registered students, faculty and staff) and the Internet community, from irresponsible or illegal activities. As good net citizens, we prohibit the impersonation of others, unsolicited commercial appeals, and any disruption of Internet services. Examples of such activities are given below:

- **E-mail**

Commercial e-mail: Sending unsolicited commercial e-mail is prohibited. Using a WLU e-mail address to collect responses from unsolicited commercial e-mail is prohibited.

Harassment: Sending threatening or harassing e-mail after being requested to stop, is prohibited. Extremely threatening or harassing e-mail is prohibited always.

- **Peer-to-peer file sharing**

Peer-to-peer file sharing where the customer's computer is used to serve music or video files to the Internet is not appropriate use. The bandwidth demands of this usage can be excessive and transfer of copyrighted material without appropriate permission is illegal.

- **Viruses, Worms, Trojan horses, etc.**

Customers are responsible to maintain their computers so that they do not become a source of virus infection for others. Inaction or refusal to remove viruses and the like that pose a threat of infection will result in the deactivation of the responsible customer's account.

- **News**

Newsgroup spamming: Excessive cross-posting, or posting the same article to several newsgroups, is prohibited. Generally accepted standards allow no more than ten newsgroups, or cross postings, for a single article or substantially similar articles. Such articles may be cancelled. Off-topic or inappropriate postings: there is no restriction on content, except as defined by each newsgroup. Continued posting of off-topic articles is prohibited. Please note that commercial advertisements are off-topic in the vast majority of newsgroups.

- **Internet Relay Chat (IRC)**

The use of IRC bots is prohibited, as is the violation of any accepted policies on IRC servers. If WLU is banned from a server, the offending account will be terminated.

- **General**

Impersonation: Attempting to impersonate any person, using forged headers or other identifying information, is prohibited. The use of anonymous remailers and nicknames does not constitute impersonation.

Network unfriendly activity: Activities which adversely affect the ability of other people or systems to use WLU services or the Internet is prohibited. Privacy violations: Attempts, whether successful or not, to gain access to any computer system, or customer's data, without consent is prohibited.

- **Web Hosting**

West Liberty University will not host web sites which involve illegal activities such as the illegal transfer or

use copyrighted materials or any fraudulent solicitation.

West Liberty University will not host web sites of an offensive nature such as ones involving pornography, gambling, extreme violence, racial or ethnic hatred.

West Liberty University reserves the right to protect its system and its customers by not hosting sites that would be deemed generally offensive and be likely to provoke responses such as Denial-of-Service attacks upon its servers and system.

- **Financial**

Re-selling service without express written consent from WLU is prohibited. Offering any public information service, such as running a web server or FTP server, is also prohibited without express written consent from Information Technology Services (ITS). Using programs to defeat system timers limiting inactivity is prohibited. Untimely payment of any and all amounts due may result in account cancellation.

- **Privacy**

It may be necessary for ITS employees to examine system accounting logs and other records to resolve system problems. West Liberty University reserves the right to access an account's mailbox to resolve system problems or mail system errors.

In addition, WLU will cooperate with the appropriate legal authorities in investigating claims of illegal activity, including but not limited to illegal transfer or use of copyrighted material, postings or e-mail containing threats of violence, or other illegal activity.

West Liberty University makes no guarantee and assumes no liability for the security of any data on any server including "secure servers."

Our customers are reminded that no computer system should be considered safe from intrusion. E-mail may pass through many computer systems, and should not be considered a secure means of communication unless encrypted. Even then, information is only as secure as the encryption method.

- **Rationale**

This document provides a general understanding of WLU's policy on the Appropriate Use of WLU's information technology services. Common sense and judgment are a necessary part of any system of rules, and this AUP is no exception. Of course, flagrant or repeated violations of the Policy are viewed in a very different light than minor infractions. Protection of our customers and our resources, the ability to provide quality service to our customers, conformance with existing law, and the protection of our reputation as a service provider are all contributing factors to decisions on AUP violations.

If a WLU account is used to violate the AUP, the following actions may include, but not necessarily be limited to:

- suspension or revocation of computing privileges
- reimbursement to WLU for resources consumed;
- other legal action including action to recover damages;
- referral to law enforcement authorities;
- computer users will be referred as follows:
 - Faculty – To College Dean then to Provost
 - Staff – To Human Resources Administrator
 - Students – To Instructor (or College Dean)

GRADES AND REPORTS

The letter system of marks and grading is employed by WLU. Equivalentents are as follows:

Grade	Explanation	Quality points per semester hour
A	Superior	4
B	Above average, Good	3
C	Average	2
D	Below average; Passing	1
F	Failure	0

At the discretion of the instructor, a course grade of “F” may be awarded in cases of academic dishonesty occurring at any time during the semester.

I Incomplete (to be given at discretion of the instructor and must be completed within one semester after end of course or an “F” will be recorded). Failure to re-enroll during the succeeding semester will not extend time permitted to remove incomplete grades unless the instructor submits an extension of the incomplete grade. Students do not re-register for the course in which the incomplete was received.

K Credit without grade. Does not affect quality points. The grade of K is given when a student passes a course taken on a **Pass/Fail** basis or a **Credit/No Credit** basis. The grade of K is also given when a student receives credit for a course by examination. **Only courses specifically designated by the Curriculum Committee may be taken on a Pass/Fail or Credit/No Credit basis.**

W To be given if a student officially withdraws from a class by the end of the school day marking the two-thirds point of the course.

WP Withdrew Passing. Given if a student officially withdraws from a course any time after the two-thirds point and before the last scheduled class meeting, providing he/she is passing the course at the time of the withdrawal. Does not affect the grade point average.

WF Withdrew Failing. Given if a student officially withdraws after the two-thirds point and is failing at the time of withdrawal: counts as a failing grade in computing the grade point average. **FI** Failure Irregular Withdrawal. Given when a student fails to officially withdraw from a course. Counts as a failing grade in computing the grade point average. **X** Audit. Courses completed with an “Audit” grade carry no semester hours credit and are not counted in the calculation of the grade point average. **N** Grade given when a student does not successfully complete a course offered on a Credit/No Credit basis. Does not affect the grade point average. Only courses specifically designated by the Curriculum Committee may be taken on a Credit/No Credit basis.

QUALITY POINTS

A student’s grade point average is determined by dividing the number of quality points earned by the number of credit hours attempted. No quality points are earned for grades of “F,” “WF,” and “FI,” but the hours attempted in such courses are used in the computation of the quality point average.

In order to be graduated, a candidate for a degree must have earned an overall quality point average of at least 2.00. An average of at least 2.00 is required in the major and minor fields of study.

Additionally, some major and minor fields require quality point averages of above 2.00; refer to the appropriate departmental listing in this catalog for specific requirements.

All grades earned in graduate university-level courses at West Liberty University and transferable courses will be included in the computation of the grade point average.

Grades earned in graduate courses will not be included in the undergraduate grade point average.

GRADE APPEAL

The grade appeal policy, Policy 221, can be found online <http://westliberty.edu/human-resources/university-policy-procedure/>

AUDITING COURSES

Due to the varying nature of graduate academic programs, students should review their academic program student handbook to determine if their program allows the auditing of courses.

CLASS ATTENDANCE POLICY

The class attendance policy, Policy 229, can be found online <http://westliberty.edu/human-resources/university-policy-procedure/>

PROBATION AND SUSPENSION POLICY

Due to the varying nature of graduate academic programs, students should review their academic program student handbook to determine if their program allows the auditing of courses.

WITHDRAWAL FROM COURSES

A student who officially withdraws from a course by the end of the school day marking the two thirds point of the term shall receive a grade of "W." A grade of "WP" is given if a student officially withdraws from a course any time after the two thirds point and before the last scheduled class meeting, providing he or she is passing the course at the time of withdrawal. A "WF" will be given if a student officially withdraws any time after the two thirds point and before the last scheduled class meeting, if he or she is failing the course at the time of withdrawal. A student who does not officially withdraw from a course shall receive a grade of "FI," indicating failure because of improper withdrawal. Grades of "WF" and "FI" are computed as "F" for grade point average.

Drop forms are available in the Enrollment Services Center and at the Highlands Center. It is the student's responsibility to have the signed forms returned to the Enrollment Services Center. The official withdrawal date is the date signed by the instructor. The last date to drop a course is listed on the academic calendar. Students can drop courses online via WINS until the last day to add courses.

WITHDRAWAL FROM UNIVERSITY

Students who find it necessary to withdraw from university during the course of a semester or summer term must complete the official withdrawal procedure. The necessary forms may be obtained from the Enrollment Services Center. Students who leave WLU without officially withdrawing will receive failing grades ("FI") in all courses for which they are enrolled. The final grade in each course will be determined by each instructor in accordance with the institutional grading policy. Students cannot drop a course after the last regularly scheduled class meeting. Courses cannot be dropped once final exams begin. Students withdrawing from a course or courses are responsible for any costs owed the university based on refund policies.

PROCEDURES FOR STUDENTS CALLED TO ACTIVE MILITARY SERVICE

As a result of a national military emergency, university students may be among the military reservists called to active duty. Consequently, the following procedure is to be used in those instances wherein students from WLU are called to active

military service and can provide a copy of their official orders.

Upon receiving their orders to report for active duty, students must contact the Veteran's Clerk in the Enrollment Services Center, who will inform the students on the institutional procedure listed below. If the student is called to active duty during the first four weeks of the semester, a Cancellation of Registration Form will be completed and the student will be issued a full refund of tuition and fees. No credit will be given for the respective semester. If the student is called to active duty beginning the fifth week of the semester through the eleventh week of the semester, incomplete grades will be issued to the student. The student's instructors will be contacted by the Enrollment Services Center regarding grading procedures. It will be the student's responsibility to contact individual instructors regarding the completion of work upon returning from active duty. At the discretion of the instructor, letter grades may be given if sufficient coursework has been completed.

If the student is called to active duty beginning with the twelfth week of the semester, letter grades will be issued by the student's instructors. These grades will be determined by the instructor based on the coursework and grades earned up to the withdrawal date. The student's instructors will be contacted by the Enrollment Services Center regarding grading procedures.

If the student resides in campus owned housing, a Cancellation of Room and Board Form must be completed with the Residence Life staff. The student must designate on this form an individual to complete move out procedures if he/she is unable to do so. Refunds will be prorated based on the number of weeks spent utilizing campus owned housing and meal plan.

ACADEMIC LOAD

Graduate students must register for at least 9 credit hours to be considered a full-time student. Students working part-time should carry a reduced load. Veterans should check with the Enrollment Services Center for load requirements and benefits.

ACADEMIC ADVISORS

The ultimate responsibility in fulfilling graduation requirements is that of the student. An academic advisor is the faculty member who helps the student in the process of planning his or her career of coursework at WLU. Because not all courses are offered every semester, and course offerings may vary from one year to the next, students are required to consult with their academic advisor at least once each semester prior to registration.

When a student enters the university, a faculty member is selected to serve as the student's advisor. The advisor is responsible for assisting students in planning their curriculum, and in scheduling required courses to meet general graduation requirements, requirements for a major or minor field of study. When a student chooses, or changes, a major field of study, the student should consult the Enrollment Services Center to select an advisor in the new major field.

GENERAL REQUIREMENTS FOR GRADUATION

It is the ultimate responsibility of the student to insure that all graduation requirements are met. The graduation requirements listed below apply to all candidates for a master degree:

1. All candidates for graduation must make application for graduation to the Enrollment Services Center (this can also be completed online at westliberty.edu/registrar) by the stated deadline on the academic calendar. Applications submitted after the deadline will be assessed a late fee.
2. Candidates for graduation must meet in full all financial obligations to the University, including the payment of the Graduation Fee, prior to Commencement. The Graduation Fee is required of all graduating students, even if the student is unable to attend the ceremony.
3. Candidates for graduation are expected to attend the commencement exercises and wear the prescribed academic regalia. Students completing degree requirements during the Spring Semester participate in the May Commencement; those completing requirements during the Summer or Fall Semester participate in the December Commencement.
4. For graduation, all applicants must have a cumulative grade point average of at least 2.50.

There are additional programs that require more than the minimum 2.50 for graduation; for specific departmental requirements, refer to the appropriate departmental listing in this catalog. 5. In addition to the requirements listed above, candidates for graduation must meet any specific requirements of the academic programs from which the major is being completed.

CATALOG DETERMINES GRADUATION REQUIREMENTS

A student may be graduated by fulfilling the requirements listed in the catalog which was in effect at the time of his/her original entrance to WLU, provided the degree is conferred within five calendar years from the time of entrance. However, students majoring in teacher education are subject to any changes mandated by state or national requirements. Students who have interrupted attendance in university will generally be required to meet the requirements of the catalog in effect at the time of re-entrance to WLU.

Students may request a change to a later catalog if it is in their best interests to do so. In such cases, students must meet all requirements in the newer catalog, including general education as well as the new requirements in the major. No student may transfer to a catalog in effect prior to his/her initial registration at WLU, nor may a student return to the requirements of a former catalog, having once transferred to a later edition.

The Committee on Admissions and Credits has the right to make final decisions concerning the requirements which must be met.

EVALUATION OF CREDITS

Students should review their academic record with their academic advisor to make sure all graduation requirements are being met.

DEGREES

GARY E. WEST COLLEGE OF BUSINESS

Master of Business Administration

Concentrations:

- Accounting
- Management

COLLEGE OF EDUCATION

Master of Arts in Education

Concentrations:

- Community Education Research and Leadership
- Leadership in Diversity Services
- Leadership Studies
- Innovative Instruction
- Multi-Categorical Special Education
- Reading Specialists
- Sports Leadership and Coaching

COLLEGE OF LIBERAL ARTS

Master of Science in Criminology

Concentrations:

- Law Enforcement
- Courts/Corrections

COLLEGE OF SCIENCE

Master of Arts in Biology

Biomedical Sciences

Concentrations:

- Zoo Science

Master of Science in Biology

Concentrations:

- Zoo Science

Master of Science in Physician Assistant Studies

SCHOOL OF PROFESSIONAL STUDIES

Master of Professional Studies

Concentrations:

- Organizational Leadership

Gary E. West College of Business

Dr. Gregory Chase, Interim Dean

Dr. Rickard Briggs, Interim MBA Program Director

The Gary E. West College of Business (WCOB) is committed to the ideal of quality education for business students and to serving the business community through meticulous attention to detail in academic program design and instructional delivery and highly personalized student advisement and assistance. The same high caliber of serious academic commitment is expected from all students enrolled in our programs.

The mission of the Gary E. West College of Business is to engage students in a high quality business education.

The accomplishment of this mission is evidenced by the career successes of our graduates in technical, professional, managerial and executive positions within all types of organizations. In order to fulfill the mission of the Gary E. West College of Business, the following Strategic Goals have been identified.

Goal 1. Provide an educational experience that prepares students to think critically, communicate effectively and perform successfully in a dynamic, technological and globally diverse environment.

Goal 2. Attract and retain qualified students.

Goal 3. Ensure classroom teaching and student advisement are conducted by qualified and prepared faculty.

Goal 4. Provide a technological environment that expands utilization of information and interactive technologies.

Goal 5. Develop and wisely utilize financial resources to support the mission of the Gary E. West College of Business.

Goal 6. Expand relationships with the external environment to stay cognizant of external expectations and opportunities for the Gary E. West College of Business and our students.

The Gary E. West College of Business believes that these Strategic Goals reflect the mission of the college, work in harmony with the University's strategic planning model, and directly relate to preparing business graduates for careers or advanced study after graduation.

MASTER OF BUSINESS ADMINISTRATION

West Liberty University offers a 100% online, 30 credit hour Masters in Business Administration (MBA) degree for individuals who wish to advance their professional knowledge and skills in business. The MBA is a year-round, accelerated program with a prescribed sequence of courses offered in seven-week terms. The degree includes 21 credit-hours of core business courses and nine credit-hours in the individual's selected concentration.

Depending on the student's preference or needs, the program may be completed in as little as 12 months by taking two courses per seven-week term or at a slower pace in one year and 8 months by taking a single course each seven-week term.

A student must be formally admitted to the program before taking any courses in the MBA program. For admission to WLU's MBA, the following requirements must be met.

1. A bachelor's degree, in any field, from a regionally accredited institution with a minimum 2.5 overall undergraduate grade point average
2. International students must provide evidence of English language proficiency. Proof of proficiency may be provided by one of the following:
 - The Test of English as a Foreign Language (TOEFL) Minimum acceptable scores 595 (paper test), 195 (computer based test) or 70 (internet test) for graduate study or
 - Michigan English Language Assessment Battery (MELAB) – The minimum acceptable score is 82% for graduate study or
 - A minimum score of 6.5 on the International English Language Testing System (ELTS) for graduate study.
3. Prior to full admission and enrollment in courses, students must take the Inbound Placement Exam.* Applicants with identified deficiencies in one or more foundational business area are required to complete the associated online leveling/tutorial module(s).* All required modules must be completed successfully prior to enrolling in courses. (*additional information is provided as part of the program application form)

Applicants with an undergraduate degree and an overall GPA below the minimum 2.5 may be considered for provisional admission into the MBA program at the discretion of the MBA Program Director. These students must meet all other requirements prior to starting coursework. A student admitted under provisional status must achieve a grade of "B" or higher in each of the initial 12 credits of the program to continue.

All MBA students must maintain a minimum cumulative grade-point average of 3.0 and adhere to the West Liberty University Code of Conduct as well as all policies of the WCOB.

Business Required Core:

GBUS 501 MBA Orientation	0
GBUS 525 Social Responsibility & Business Ethics	3
CIS 530 Information Technology Management	3
ECON 520 Global Economics	3
ACC 550 Managerial Accounting Decision Analysis	3
FIN 540 Finance Management and Theory	3
MKT 535 Integrative Marketing Management.....	3
MGT 545 Strategic Human Resource Management.....	3

Concentration – Management

MGT 560 Public and Non-Profit Management.....	3
MGT 565 Value Chain Management	3
MGT 590 Strategic Management Capstone	3
Total Hours:	30

Accounting Business Required Core:

GBUS 501 MBA Orientation	0
GBUS 525 Social Responsibility & Business Ethics	3
CIS 530 Information Technology Management	3
ECON 520 Global Economics	3
MKT 535 Integrative Marketing Management.....	3
MGT 545 Strategic Human Resource Management.....	3
MGT 590 Strategic Management Capstone	3

Concentration – Accounting

ACC 561 Auditing and Forensic Accounting.....	3
ACC 562 Detection and Prevention of Fraudulent Financial Statements...	3
ACC 563 Interview Techniques/Legal Aspects of Fraud	3
ACC 564 Investigating with Computers	3
Total Hours:	30

College of Education

Dr. Cathy Monteroso, Interim Dean

Dr. Leann Elkins, Master of Arts in Education, Program Director

IMPORTANT REMINDER

Changes in state or national requirements or in accreditation requirements sometimes result in program changes that occur after the WLU Catalog has been printed. Students are advised to monitor the MAEd program web site and to maintain a close working relationship with their assigned academic advisor to ensure that any programmatic changes do not delay graduation.

MASTER OF ARTS IN EDUCATION

West Liberty University offers a 30 credit-hour course of study leading to a Master of Arts in Education degree (M.A.Ed.). The M.A.Ed. program is open to graduate-level students and is designed to provide masters-level work in an accelerated format for individuals who wish to advance their professional knowledge, skills, and dispositions in the areas of Reading Specialist, Multi-Categorical Special Education, Innovative Instruction, Leadership in Disability Services, Leadership Studies, Community Education Research and Leadership, and Sports Leadership and Coaching (online). Coursework to prepare licensed teachers for endorsements through the West Virginia Department of Education are also offered in the areas of: Autism and Gifted.

Coursework includes 12 credit-hours of required Education Common Core courses and 18 credit-hours of area of emphasis courses. Courses are scheduled in two eight-week terms during the fall and spring semesters, and two six-week terms during the summer. Courses are either in an online format or at the WLU Highlands Campus once a week typically at 5:00 p.m. However, students at a distance can join the Highlands courses via WebEx, which is a video conferencing system accessible by personal computer. During the last semester of coursework, all M.A.Ed. students will complete a semester-long capstone experience of an approved topic, which incorporates the Education Core courses and relates to the selected area of emphasis.

The teacher education programs at West Liberty are nationally accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE was sanctioned by the United States Department of Education as the official accrediting body for teacher education in 1954. West Liberty was one of the first institutions accredited by NCATE in 1954 and celebrated 50 years of continuous national accreditation in 2004. In 2011, continuing full accreditation was awarded by NCATE. The Council for Accreditation for Educator Preparation (CAEP) has replaced NCATE as the national accrediting body for teacher education. NCATE accreditation is recognized by CAEP until the next accreditation cycle for WLU. In addition, all teacher education programs at WLU have been approved by the West Virginia Higher Education Policy Commission and by the West Virginia Board of Education.

ADMISSIONS:

To ensure well-qualified candidates and competent graduates, the following qualifications for the Master of Arts in Education Degree Program have been established. For unconditional admission, the applicant must:

- Complete the admissions application for the Master of Arts in Education
- For Community Education and Sport Leadership and Coaching, applicants must hold a baccalaureate degree with a minimum 2.50 G.P.A. from a regionally accredited institution. For all other areas of emphasis, applicants must hold a baccalaureate degree with a minimum 3.00 G.P.A. from a regionally accredited institution or earn a score in at least the 50th percentile on the Miller Analogy Test (MAT) or Graduate Record Exam (GRE).
- Provide official transcripts for all undergraduate and graduate courses

PROGRAM OVERVIEW:

The 30 credit hour Master of Arts in Education requires:

- 12 credit hours in a common core
- 18 credit hours in an area of emphasis
- With at least a B in each course

REQUIRED COURSES IN THE COMMON CORE:

EDUC 502 Professional Writing	3
EDUC 507 Research Methods.....	3
EDUC 512 Assessment and Data Literacy	3
EDUC 581 Capstone	3

AREAS OF EMPHASIS:

Multi-Categorical Special Education:

This area is designed for individuals desiring a comprehensive overview of special education. Incorporating practical, classroom-based experiences and assignments, coursework prepares educators with the knowledge and skills to educate students with learning disabilities, attention deficit disorders, intellectual disabilities, and emotional behavior disorders. The West Virginia Department of Education offers an additional certification in Multi Categorical Special Education to applicants holding an initial Professional Teaching Certificate in elementary education or secondary English, Math, Science, or Social Studies by passing the WV state licensure test.

REQUIRED:

SPED 520 Collaborative Teaching	3
SPED 551 Policies, Procedures, and Current Issues in Special Education	3
SPED 548 Advanced Assessment and Instruction for Students with Emotional Behavior Disorders	3
SPED 552 Advanced Assessment and Instruction for Students with Intellectual Disabilities	3
SPED 555 Advanced Assessment and Instruction for Students with Learning Disabilities.....	3
SPED 564 Practicum	3

Additional requirements for traditional certification along with a robust undergraduate general studies curriculum (not required for M.A.Ed. degree or qualified educators who pass the WV state licensure test):

SPED 561 Differentiated Math Methods & Materials	3
READ 512 Advanced Literacy Assessment.....	3
READ 562 Foundations of Structured Literacy	3
READ 563 Multisensory Teaching Methods	3
READ 575 Advanced Literacy Instruction	3
SPED 564 Practicum	3
SPED 580 Student Teaching	3

Reading Specialist:

This area is designed for educators or others wishing to expand upon their knowledge of literacy with a special emphasis on multi-sensory based instructional practices. Incorporating field-based experiences, coursework includes early and emergent literacy, word structure knowledge, delivery of reading assessments with resulting targeted interventions, advanced literacy instruction in comprehension, fluency, and vocabulary acquisition, developmental writing, and spelling. West Virginia certification as a Reading Specialist requires completion of the six reading courses, a master's degree, and passing the WV state licensure test. This program is accredited by the International Dyslexia Association.

READ 512 Advanced Literacy Assessment.....	3
READ 562 Foundations of Structured Literacy	3
READ 563 Multisensory Teaching Methods	3
READ 564 Structured Literacy Practicum.....	3
READ 565 Advanced Methods of Multisensory Instruction	3
READ 575 Advanced Literacy Instruction	3

Leadership Studies:

This area prepares professionals for leadership positions within their chosen profession and the understanding of why and how great leaders flourish in society. Coursework includes leadership theories, human relations of leadership, organizational structure, politics within an organization, understanding employee characteristics, and application to practical, real-life leadership opportunities.

REQUIRED:

EDL 500 Leadership Theory and Motivation.....	3
EDL 520 Human Resources and Personnel Issues.....	3
EDL 531 Organizational Politics.....	3
EDL 557 Creative Leaders and Innovative Thinkers	3
EDL 589 Community Collaboration.....	3
Elective (Instructor Approved).....	3

Sports Leadership and Coaching:

This area is an online format and is designed for individuals working or desiring to work in school, university, and community sports programs. Coursework includes the understanding of key issues involved in educational athletics and further developing leadership and coaching skills.

REQUIRED:

SLC 500 Foundations of Coaching	3
SLC 520 Athletic Administration.....	3
SLC 530 Psychosociology of Sport.....	3
SLC 540 Conditioning Principles.....	3

Choose two (2) from the following: (6 hours)

Recommended for Coaching:

SLC 550 Injury Prevention and Safety	3
EDUC 558 Fundraising and Development.....	3
EDUC 528 Non-Profit Management.....	3

Recommended for Administration:

EDL 520 Human Resources and Personnel Issues.....	3
EDL 531 Organizational Politics.....	3
EDL 589 Community Collaboration.....	3

Community Education Research & Leadership:

This area prepares individuals in becoming professional educators, researchers, and leaders in non-formal environments and non-profit organizations. Coursework includes fundraising and development, non-profit management, non-formal education models, and prepares individuals to improve community relationships and involvement in non-formal and/or non-profit organizations.

REQUIRED:

EDUC 506 Motivation and Creativity	3
EDUC 517 Non-Formal Education Models	3
EDUC 528 Non-Profit Management.....	3
EDUC 543 Flexible and Creative Learning Environments	3
EDUC 558 Advanced Fundraising & Grant Writing	3
EDUC 572 Internship	3

Leadership in Disability Services:

This area is designed for anyone who seeks a leadership role or additional preparation for working with individuals with disabilities. Incorporating practical experiences and assignments, coursework prepares candidates to identify the needs, evaluate the programs, develop future goals, advocate for improved outcomes, and serve in leadership roles to support individuals with disabilities.

REQUIRED:

EDL 557 Creative Leaders and Innovative Thinkers	3
EDUC 558 Advanced Fundraising and Grant Writing.....	3
EDUC 559 Advocacy, Communication, and Public Policy.....	3

Select 1 from:

SPED 520 Collaborative Teaching	3
EDUC 528 Non-Profit Management.....	3

Select 2 from:

SPED 501 Autism I Characteristics of Autism	3
SPED 502 Autism II Autism Assessments and Interventions	3
SPED 541 Characteristics of Students with High Incidence Disabilities	3
SPED 548 Advanced Assessment and Instruction for Students with Emotional Behavioral Disorders	3
SPED 551 Policies, Procedures, and Current Issues of Special Education	3
SPED 552 Advanced Assessment and Instruction for Students with Intellectual Disabilities	3
SPED 553 Introduction to the Student who is Gifted	3
SPED 554 Education and Curriculum for the Gifted	3

SPED 555 Advanced Assessment and Instruction for Students with Learning Disabilities	3
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Innovative Instruction:

This area is designed for educators who desire to learn innovative, research-based instructional methods and create classrooms that prepare PK-12 students for their future. Incorporating practical, classroom-based experiences and assignments, coursework includes authentic assessment, data-driven decision-making, learner-centered activities, digital literacy, instruction to meet the needs of diverse learners, and opportunities to empower creative and collaborative problem solving in the PK-12 classroom.

REQUIRED:

EDL 553 Advanced Instructional Models	3
EDUC 534 Contemporary Applications of Educational Technology	3
EDL 543 Creating a Culture of Innovation	3
EDL 562 Data Driven Decision Making	3
Graduate Electives in EDUC or SPED	6

Autism Endorsement

The West Virginia Department of Education offers an Autism Endorsement to applicants holding a Professional Teaching Certificate endorsed in Emotional/Behavior Disorders; Multi Categorical Special Education; Mental Impairments (Mild/Moderate); Severe Disabilities; or Pre-School Special Needs. The Autism Endorsement requires six credit-hours in Autism courses, which include face-to-face classes held during the summer at the WLU Highlands Center, participation in online components, and field experience in an approved setting with individuals diagnosed with autism.

REQUIRED:

SPED 501 Autism I: Characteristics of Autism	3
SPED 502 Autism II: Autism Assessment and Interventions	3

Gifted Education Endorsement

The West Virginia Department of Education offers a Gifted Education Endorsement to applicants holding an initial Professional Teaching Certificate in elementary education or secondary English, Math, Science, or Social Studies by passing the WV state licensure test. The six credit-hours of gifted courses are online and support educators in preparing for the licensure test.

REQUIRED:

SPED 553 Introduction to the Student who is Gifted	3
SPED 554 Education and Curriculum for the Gifted	3

College of Liberal Arts

Dr. Gerard NeCastro, Dean

Dr. Keith Bell, Master of Science Criminology, Program Director

MASTER OF SCIENCE IN CRIMINOLOGY

The Master of Science in Criminology (MSC) enables students to advance their knowledge in the field of criminal justice. The program is designed to meet the needs of students planning to enter doctoral programs in criminal justice fields or to enter the workforce.

Admissions Requirements

Applications to the program are due by June 1st for the fall semester and by November 1st for the spring semester. Applications submitted after the due dates will be considered, but admission cannot be guaranteed. Application submission does not guarantee acceptance into the program and students are urged to apply early. Students must first complete and return the Graduate Application for Admission to the Graduate Admissions Office at West Liberty University to be considered for admission to the M.S. program. All applicants must provide a complete application file which contains the following items to be submitted in one packet to the Graduate Admissions Office.

- Official transcripts of a bachelor's degree from a regionally accredited college or university, with a GPA of at least 2.5 on a 4.0 scale.
- Letters of recommendation. Letters should be from professional references who can attest to the applicant's ability to succeed in graduate coursework and his or her work ethic. College instructors/professors are preferred.
- A statement of the student's career goals indicating how earning the MS degree in Criminology will enhance the applicant's career goals and expectations of the graduate program. This statement should be approximately two pages.
- A professional resume.
- Although the Graduate Records Examination (GRE) is not a requirement for program admission, it is recommended that students take the GRE and submit their scores for assessing graduate assistantship positions. Those accepted on a provisional basis must complete the GRE (See below).
- A score of at least 500 on the Test of English as a Foreign Language (TOEFL) is required if an applicant is from a country where English is not the official language. The test must have been taken within the year prior to applying to the program.

Students should be aware that admission to the graduate program is not guaranteed and is granted on a competitive basis. Students may meet the minimum requirements but may be denied admission based on such factors as program capacity or academic discretion. Students with less than a 2.5 GPA may be considered for "provisional" admission but must provide a competitive GRE score and adhere to provisional standards in year one.

Required Core (18 hours):

CRIM 501 Grant Writing in Criminology	3
CRIM 502 Advanced Theoretical Criminology	3
CRIM 516 Advanced Research Methods	3
CRIM 517 Advanced Criminological Statistical Applications	3
CRIM 536 Criminal Law and Liability	3
CRIM 580 Colloquium	3

Choose one concentration (6 hours):

Concentration – Law Enforcement:

CRIM 560 Contemporary Issues in Criminology	3
CRIM 561 Crime Prevention	3

Concentration – Courts/Corrections:

CRIM 550 Criminal Justice Management	3
CRIM 551 Legal Issues in Criminology	3

Options:

The student has the option to select either:

- 1) A thesis option (6 credits) which includes a comprehensive research project defended orally in the last semester of the program; 24 hours of coursework plus 6 hours of thesis (CRIM 585) must be completed to meet graduation requirements.
- 2) A non-thesis option which includes the completion of 30 hours of coursework plus a written comprehensive exam in the areas of research, theory and policy which must be defended orally within two weeks of completion of the written exam. The student will sit for examination in their final semester in the program.

Electives or Thesis to Equal Total Hours 30

College of Sciences

Dr. Karen Kettler, Ph.D., Interim Dean

Dr. Joseph Horzempa, Ph.D., Program Director of the MA/MS in Biology

MASTER OF SCIENCE/ARTS IN BIOLOGY

The traditional MA in Biology provides a bridge program for students desiring coursework at the graduate level to prepare for more competitive professional school entrance or for advancement in the workplace. Coursework in the traditional MA in Biology can be selected from a variety of dual-listed electives to allow focusing of study as needed. The use of dual-listed courses (upper level courses in undergraduate biology offered with differentiated learning at the 500-level to graduate students) allows maximum efficiency in programming without any detriment to the undergraduate student population. The MA in Biology, Zoo Science option is specific for professionals in animal management fields holding 4-year degrees from accredited institutions of higher education who wish to extend their education at the graduate level. The designated 30 credit hours of coursework required is specific to the challenges within animal management fields and will be offered in an online format to facilitate program completion across the nation. The traditional MS in Biology features 14 credit hours of graded biology coursework, the option for independent study, and a traditional thesis.

Admissions Requirements

Application submission does not guarantee acceptance into the program and students are urged to apply early. Students must first complete and return the Graduate Application for Admission to the Graduate Admissions Office at West Liberty University to be considered for admission to the program. All applicants must provide a complete application file which contains the following items to be submitted in one packet to the Graduate Admissions Office.

- A completed discipline-specific Bachelor's degree from an accredited 4-year institution of higher education with an overall GPA of at least 2.6
- An undergraduate science minimum GPA of 2.8
 - Undergraduate degrees should be in Biology, Ecology, Chemistry, or a related field. Consideration will be given to students receiving a Bachelor's degree in an unrelated area as long as 18 biology or ecology course credits were completed with a minimum GPA of 3.0.
- Graduate Record Examination (GRE) – A combined score (Verbal and Quantitative Reasoning) of 300 on the GRE with a score of at least 3.5 on the analytical writing portion. The Biology Subject Test GRE is not required. GRE must be taken within two years prior to successful program application.
- Three recommendation forms
- A statement of the student's career goals indicating how earning the MS/MA in Biology will enhance the applicant's career goals. Please discuss your research and/or professional experience specific to the biological sciences, and how this influenced your decision to achieve a graduate education. This statement should be approximately one to two pages.
- A professional *curriculum vitae* or resume.

Upon approval by the faculty, provisional admission may be granted to candidates who do not meet the minimum requirements.

International Student Applicants: In addition to the requirements listed above, international students must submit:

- Proof of English Proficiency: one of the following test results that has been completed within the past three years:
 - Test of English as a Foreign Language (TOEFL): A minimum score of 80 for the Internet-based test (IBT), or 550 for the paper-based test (PBT)
 - International English Language Testing (IELTS): 6
 - EIKEN: Grade Pre-1
 - Pearson Test of English (PTE) Academic: 54
- Credit Certification: all coursework and credits from institutions outside of the United States, evaluated by a credential evaluation service provider [e.g., World Education Services (WES), Global Credential Evaluators (GCE), Association of International Credentials Evaluators (AICE), American Association of Collegiate Registrars and Admissions Officers (AACRAO), etc.]
- Proof of Financial Support: documentation of adequate financial support for one academic year (nine months) [e.g., official bank statement, sponsorship award letters, scholarship awards, Affidavit of Support (DHS Form I-134), etc.]
- Copy of ID page from passport
- Immunization records

MS in Biology (Traditional and 3+2)

- Students must complete at least 30 hours of biology graduate coursework, including the thesis. A maximum of 9 credit hours may be earned for the thesis.
- Candidates for the MS degree must register for and participate in Graduate Seminar (seminar will be 1 credit hour per semester) each semester, except the thesis semester, while they are actively enrolled in the graduate program. No more than 3 credit hours of seminar may be used to complete the 30 credit hour requirement.
- Students must complete 14 credit hours in graded graduate biology courses including BIO 510 Graduate Research Skills.
- Students may take up to 9 credit hours of “Independent Study” per semester. However, no more than 4 credit hours in “Independent Study” may be used to complete the 30 credit hour requirement. Moreover, these Independent Study credits may only be applied beyond the required 14 credit hours in graded biology graduate courses.
- Successful completion of the graduate program in biology requires a GPA of 3.0 or higher, and no more than 6 credit hours of “C” grades may be applied to the total hours for graduation.
- Upon completion of course requirements and the thesis, MS candidates must pass an oral thesis defense.

Course Schedule for MS in Biology (Traditional)

Semester 1

Seminar	1
BIO 500 Level Electives	4
BIO 510 Graduate Research Skills	3

Semester 2

Seminar	1
BIO 500 Level Electives	4
BIO 500 Level Electives	3

Semester 3

Seminar	1
BIO 580 Independent Study.....	4

Semester 4

BIO 598 Thesis.....	9
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Total Credits MS in Biology 30

Electives are subject to approval of biology graduate program director.

MS in Biology (Zoo Science option)

- Students must complete at least 30 credit hours of biology graduate coursework, including the thesis. A maximum of 9 credit hours may be earned for the thesis.
- Candidates for the MS degree in Biology Zoo Science option must successfully complete, grade of “C” or higher, the 19 credit hour Zoo Science core curriculum.
- Students may take up to 9 credit hours of BIO 580 Independent Study per semester. However, no more than 2 credit hours in Independent Study may be used to complete the 30 credit hour requirement.
- Successful completion of the graduate program in biology requires a GPA of 3.0 or higher, and no more than 6 credit hours of “C” grades may be applied to the total hours for graduation. Upon completion of course requirements and the thesis, MS candidates must pass an oral thesis defense.

Course Schedule for MS in Biology (Zoo Science option)

Semester 1

BIO 545 Graduate Zoo Mammalogy	4
BIO 520 Quantitative Biological Techniques.....	3

Semester 2

BIO 547 Graduate Zoo Ornithology	4
BIO 549 Advanced Zoo Animal Behavior	4

Semester 3

BIO 543 Graduate Zoo Herpetology	4
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BIO 580 Independent Study.....2

Semester 4

BIO 598 Thesis.....9

Total Credits MS in Biology (Zoo Science option):30

MA in Biology (Traditional)

- Students who select the MA option must complete a minimum of 30 credit hours of graduate coursework. MA students must take BIO 525 Graduate Seminar (1 credit per semester) during each semester they are actively enrolled in the program. No more than 4 credit hours of seminar may be used to complete the 30 MA in Biology credit hour requirement.
- MA students must complete a minimum of 26 credit hours of graded biology graduate coursework. No more than 6 credit hours of “C” grades may be applied to the total hours for graduation.
- MA candidates do not conduct thesis research. Successful completion of the graduate program in biology requires a GPA of 3.0 or higher and a comprehensive examination score of 75% or higher. Students may take the comprehensive examination a total of two times to achieve or surpass the minimum score.

Course Schedule for MA in Biology

Semester 1

Seminar 1
BIO 500 Level Elective..... 8

Semester 2

Seminar 1
BIO 500 Level Elective 7

Semester 3

Seminar 1
BIO 500 Level Elective..... 7

Semester 4

Seminar 1
BIO 500 Level Elective..... 4
Comprehensive Examination

Total Credits MA in Biology:30

Electives are subject to approval of biology graduate program director.

MA in Biology (Zoo Science option)

- Students who select the MA option must complete a designated 30 credit hours of graduate coursework including the 19 credit hour Zoo Science core curriculum. All credit hours are graded biology graduate courses.
- No more than 6 credit hours of “C” grades may be applied to the total hours for graduation.
- MA candidates do not conduct thesis research.
- Successful completion of the graduate program in biology requires a GPA of 3.0 or higher and a comprehensive examination score of 75% or higher. Students may take the comprehensive examination a total of two times to achieve or surpass the minimum score.

Course Schedule for MA in Biology (Zoo Science option)

Semester 1

BIO 545 Graduate Zoo Mammalogy 4
BIO 520 Quantitative Biological Techniques..... 3

Semester 2

BIO 547 Graduate Zoo Ornithology 4
BIO 549 Advanced Zoo Animal Behavior 4

Semester 3

BIO 543 Graduate Zoo Herpetology 4

BIO 556 Advanced Parasitology 3

Semester 4

BIO 552 Zoo Conservation..... 4

BIO 558 Advanced Animal Nutrition 4

Comprehensive Exam

Total Credits MA in Biology (Zoo Science option): 30

Graduate Biology Electives		Credits
BIO 500	Biostatistic Applications	3
BIO 501	Advanced Genetics & Genomics	4
BIO 502	Human Anatomy & Physiology I	3
BIO 503	Human Anatomy & Physiology I Lab	1
BIO 504	Advanced Ecology	3
BIO 505	Advanced Ecology Lab	1
BIO 506	Advanced Field Biology	4
BIO 507	Graduate Human Genetics & Genomics	3
BIO 508	Advanced Herpetology	4
BIO 510	Graduate Research Skills	3
BIO 512	Graduate Neuroscience	3
BIO 515	Biological Applications of GIS	3
BIO 517	Advanced Immunology	3
BIO 518	Ecological Field Experience	1-4
BIO 520	Quantitative Biological Techniques	3
BIO 523	Graduate Pathophysiology	3
BIO 525	Graduate Seminar	1
BIO 526	Advanced Animal Physiology	4
BIO 528	Human Anatomy & Physiology II	3
BIO 529	Human Anatomy & Physiology II Lab	1
BIO 532	Graduate Histology	4
BIO 535	Advanced Arthropod Biodiversity	4
BIO 538	Advanced Freshwater Invertebrates	4
BIO 540	Advanced Conservation Biology	4
BIO 543	Graduate Zoo Herpetology	4
BIO 545	Graduate Zoo Mammalogy	4
BIO 547	Graduate Zoo Ornithology	4
BIO 549	Advanced Zoo Animal Behavior	4
BIO 550	Graduate Developmental Biology	3
BIO 552	Zoo Conservation	4
BIO 556	Advanced Parasitology	3
BIO 558	Advanced Animal Nutrition	4
BIO 560	Advanced Molecular Biology	3
BIO 562	Graduate Microbial Pathogenesis	3
BIO 565	Graduate Virology	3
BIO 570	Advanced Biological Chemistry	3
BIO 572	Advanced Cell Biology	3
BIO 575	Grant Proposals in Science	3
BIO 578	Advanced Special Topics	3
BIO 580	Independent Study	1-9
BIO 598	Thesis	9

MA in Biology – Biomedical Sciences (WVSOM Bridge Program)

The Master of Arts in Biology, with a major in Biomedical Sciences (MAB), is designed for students to demonstrate they can be successful at the West Virginia School of Osteopathic Medicine (WVSOM). Students will take West Liberty University graduate-level courses in human biology and medicine to improve their overall academic credentials and prove they can handle the rigors of medical school.

Additional Application Requirements for MA in Biology, Biomedical Sciences Major

- Overall undergraduate GPA of 3.0 or higher with a science GPA of 2.8 or higher.
- MCAT score above 485 or GRE score above 300 on the verbal and quantitative reasoning sections, combined.

Transfer credits from previous graduate coursework cannot be applied to this major.

Course Schedule for MA Biomedical Sciences

Fall Semester Courses (14 credit hours): Credits

BIO 502 Human Anatomy & Physiology I	3
BIO 503 Human Anatomy & Physiology I Lab	1
BIO 570 Advanced Biological Chemistry	3
BIO 513 Professional Course/MCAT	1
Biomedical Science Graduate Electives	6

Spring Semester Courses (16 credit hours): Credits

BIO 528 Human Anatomy & Physiology II	3
BIO 529 Human Anatomy & Physiology II Lab	1
BIO 523 Graduate Pathophysiology	3
BIO 517 Advanced Immunology	3
Biomedical Science Graduate Electives	6

Comprehensive Exam, attempt #1 __ (75% minimum score)

Comprehensive Exam, attempt #2 __ (75% minimum score)

Total Credits MA in Biology, Biomedical Sciences30

Biomedical Science Electives Credits

BIO 501	Advanced Genetics & Genomics	4
BIO 507	Graduate Human Genetics & Genomics	3
BIO 512	Graduate Neuroscience	3
BIO 532	Graduate Histology	4
BIO 556	Advanced Parasitology	3
BIO 560	Advanced Molecular Biology	3
BIO 562	Graduate Microbial Pathogenesis	3
BIO 565	Graduate Virology	3
BIO 572	Advanced Cell Biology	3

Guaranteed Admissions Requirements with WVSOM

- Overall undergraduate GPA of 3.2 with a 3.0 Science GPA.
- At least one letter of recommendation from an osteopathic physician and one from a pre-med advisor.
- Complete an acceptable interview with the WVOSM Admissions Office prior to matriculation at WLU (M.A. in Biology, Biomedical Sciences).
- Completion of the WLU M.A. in Biology, Biomedical Sciences within one year from date of matriculation.
- Graduate from the WLU M.A. in Biology, Biomedical Sciences with a GPA of 3.4 or higher.
- Have a current MCAT score of 495 or higher.
- Have no more than one C in their WLU M.A. in Biology, Biomedical Sciences coursework.

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES (MSPAS)

William A. Childers, Jr., Ed.D., MS,PA-C, Program Director

Mission Statement

The WLU Program of Physician Assistant Studies is committed to providing high-quality education to physician assistant candidates, who as an integral part of the health-care team, will provide empathetic and competent care to the patients they serve, including those in underserved areas.

General Goals

Graduates of the Master of Science in Physician Assistant Studies will:

- Be clinically competent primary care physician assistants who practice evidence-based medicine.
- Reflect the highest standards of compassionate, legal, ethical, and moral conduct.
- Be team-oriented, culturally sensitive providers who are dedicated to their communities.
- Encourage improvement in the quality, accessibility, and cost-effectiveness of patient care in their community and state.
- Be critical-thinking and effective communicators with both patients and healthcare professionals.
- Identify the lack of medical care in rural and underserved regions and consider practicing their discipline or providing service in such locations.
- Have an appreciation of the greater field of knowledge beyond their discipline and recognize the importance of lifelong learning in maintaining a level of excellence in their practice.

Program Objectives

The Master of Science in Physician Assistant Studies degree program is intended to prepare entry level medical professionals to assist the primary care physician with all medical and patient care responsibilities within the health care system, especially for rural and underserved populations. In order to accomplish this all-encompassing, student-based objective, the program will prepare the student to:

- Practice cognitive skills specific to the systematic diagnostic process.
- Practice problem-solving skills specific to the systematic diagnostic process.
- Practice patient care methodologies consistent with Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) guidelines.
- Understand all ethical considerations within the field.
- Critically analyze clinical literature and methodologies.
- Perform literature reviews critical to maintaining currency within the field.
- Engage in community interaction.
- Provide attainable health care in rural and underserved regions. The Master of Science in Physician Assistant Studies degree program will also:
- Establish cooperative and productive relationships with other schools, departments, and programs within the University, clinical affiliates and preceptor sites.
- Implement continuous and periodic self-study which will provide ongoing monitoring, evaluation and improvement of program activities.
- Encourage and provide opportunities for continued professional growth and development for Physician Assistant faculty.

Admission Requirements

- Students qualified to apply to the WLU Master of Science in Physician Assistant Studies degree program will have:
- A Bachelor's degree (B.S. or B.A.)
- Minimum overall GPA of 3.0 on a 4.0 scale.
- Minimum Science GPA of 3.0 on a 4.0 scale.
- One year of General Chemistry with laboratory (General Chemistry I & General Chemistry II with corresponding labs, 8 units minimum) – OR – Inorganic Chemistry + Organic Chemistry + Biochemistry (all three) with corresponding labs (8 units minimum), prefer majors level. *Note: A single, combined course in organic, inorganic, and biochemistry will not meet this requirement.*
- Microbiology with corresponding laboratory (4 units minimum), prefer majors level.
- One year of Anatomy & Physiology with labs (8 units minimum & "human" in nature), prefer majors level.

- One course in Psychology (General, Introductory or Developmental)
- One course in Humanities or Social Science (3 units minimum)
- One year of English and/or Writing (6 units minimum)
- One of the following Math courses: college level Algebra, Pre-Calculus, Calculus or Statistics (3 units minimum)
- All applicants must take, report and submit results for the Graduate Records Examination (GRE) (GRE code: 4027)
- Basic computer literacy including the ability to use Microsoft WORD, email, and conduct web-based and electronic database searches.
- All applicants must take the CASPer Examination (Once the cycle opens and at least 4 weeks before it ends, to allow CASPer time to score and report results to us).
- Students from non-English speaking countries and those whose primary language is not English MUST provide Evidence of English Language Proficiency.
- Three letters of recommendation will also be required. (At least one of these must be from a person with which the applicant worked or from a professor). The reference letters must address the applicant's personal qualities, ability to work with others, and ability to be an empathetic provider.
- Personal statement addressing the individual's motivation for entering the program and expectations from the program will be evaluated.
- No more than 2 prerequisite courses may be in progress at the time of application.
- Prerequisites will not be waived.
- All prerequisites must be completed in the United States.
- Would prefer all prerequisite courses to have been completed within the past 10 years.
- The applicant may have a Bachelors Degree in progress at the time of application however, it must be complete with proof of degree matriculation.

International Student Applicants

In addition to the requirements listed above, please submit:

1) Proof of English Proficiency. Please submit one of the following test results:

- Test of English as a Foreign Language (TOEFL). A minimum score of 80 for the Internet-based test (IBT), or 550 for the paper-based test (PBT)
- International English Language Testing (IELTS). 6
- EIKEN. Grade Pre-1
- Pearson Test of English. (PTE) Academic. 54

2) Credit Certification. Have all your coursework and credits from institutions outside of the United States evaluated by a credential evaluation service provider (e.g. World Education Services (WES), Global Credential Evaluators (GCE), Association of International Credentials Evaluators (AICE), American Association of Collegiate Registrars and Admissions Officers (AACRAO), etc.

3) Proof of Financial Support. Submit adequate documentation of financial support for one academic year (12 months). (E.g. Official bank statement, sponsorship award letters, scholarship awards, Affidavit of Support (DHS Form I-134), etc.

4) Copy of your ID page in your passport.

Technical Requirements

The intent of the Physician Assistant Studies Program is to educate competent primary care Physician Assistants (PAs) who can evaluate, manage, and provide quality healthcare to the general population. Candidates admitted to this program are expected to complete the academic and clinical requirements of the professional program.

Candidates are reviewed for admission into the program on an individual basis. In addition to meeting the academic, professional, and administrative requirements, candidates must also have the ability to develop the intellectual capacity and technical skills required to perform the functions of a practicing physician assistant. A student must possess skills and behaviors at a level of capability to perform a variety of duties required of a physician assistant as a healthcare professional. In order to ensure that patients receive the best medical care possible, the faculty of the Physician Assistant program have identified certain skills and professional behaviors that are essential for successful progression of physician assistant students in the program.

Candidates who are accepted as students in the physician assistant program must meet the following standards:

Observation

The student must have sufficient vision to be able to observe demonstrations, experiments, laboratory exercises, visual presentations and computer-facilitated instruction. He or she must be able to differentiate between normal and pathological states and distinguish between colors. In addition, the student must be able to observe patients closely and at a distance. Observation necessitates the complimentary use of smell, touch and hearing.

Communication

The student must be able to speak, hear, read and write in order to elicit and exchange information with patients, family members, and other health care providers. He or she must be able to perceive verbal and non-verbal cues as it pertains to patients' conditions. In addition, the student must be able to facilitate the flow of information with respect and sensitivity towards faculty, patients, families, and other members of the health care team.

Motor

The student must have the motor control and coordination to perform physical examinations through inspection, palpation, auscultation and percussion in order to elicit information. He or she must be able to perform laboratory procedures, clinical skills and diagnostic maneuvers, with and without the use of equipment. In addition, the student must be able to bend, manipulate, lightly lift to approximately twenty-five pounds, and assist patients.

Intellectual, Conceptual, Integrative, and Quantitative

The student must have the ability to comprehend, memorize, interpret, analyze and synthesize information presented in the classroom, laboratory and clinical settings. He or she must also be able to measure, calculate, formulate, reason and make diagnostic and therapeutic decisions. The student must be able to assimilate and integrate information through a variety of modalities such as classroom instruction, group interaction, research, individual study, and presentations. In addition, the student must be able to integrate the use of computer programs and web-based resources into learning.

Behavioral and Social Attributes

The student must have the emotional health for full utilization of his or her intellectual capabilities, to exercise good judgment, to promptly complete all responsibilities and assignments attendant to the diagnosis and care of patients, and the deportment to exercise sensitive, empathic, mature and effective relationships with patients, their families, peers and other members of the health care team. The student should be able to recognize limitations of his or her education and training. The student should also be willing to seek consultation when appropriate, and be able to recognize, handle and/or assist in life-threatening situations. He or she must also have the humility to accept constructive critique and the perseverance to complete an arduous course of study.

All students are expected to perform physical examinations on both males and females and on each other. Breast and pelvic examinations will be conducted on anatomic models and/or simulated patients during the didactic (1st) year, and on real patients during the clinical year. Candidates who are unable to meet this requirement based on religious beliefs or other reason must inform the program by the end of the first full week of class so that reasonable arrangements may be made.

Chronic or recurrent illnesses or problems that may interfere with patient care or safety, or may lead to a high likelihood of absenteeism are incompatible with PA training or clinical practice. Deficiencies in knowledge, judgment, integrity, character, professional attitude or demeanor may jeopardize patient care. Reasonable accommodations will be made for applicants with disabilities. However, all applicants must be able to perform all listed technical requirements.

Applicants / Students with Disabilities

Title II of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) prohibit discrimination against otherwise qualified students and applicants with disabilities, solely on the basis of the disability, in any program or activity that receives federal financial assistance. In compliance with the ADA and Section 504, the University provides reasonable accommodations for otherwise qualified individuals with disabilities in order to provide them with an equal opportunity to participate in the University's programs, services and activities. A reasonable accommodation does not, however, guarantee that students will be successful in meeting the admission requirements and/or requirements of any course, program or clinical activity.

All applicants and students are evaluated in accordance with the Technical Standards and must possess not only the academic abilities, but also the physical, cognitive and emotional capabilities required to undertake the full curriculum and achieve the levels of competence required by the faculty of the WLU PA program.

The University provides reasonable accommodations but is not required to lower or substantially modify essential program requirements. The University also is not required to make adjustments to any program service, or activity that would fundamentally alter the nature of the service, program, or activity, or that would result in an undue financial or administrative burden. Finally, the University is not required to provide personal services including but not limited to personal attendants, individually prescribed devices, wheelchairs, readers for personal use or study, or other devices or services of a personal nature, including but not limited to tutors and typing for out of class studying.

Applicants and students are required to provide verification of disabilities that are not readily apparent.

Whether or not an accommodation is reasonable will be determined on an individual basis. Determining what is a reasonable accommodation is an interactive process between the disabled individual, the Program Coordinator, and the course instructor.

All services for students with disabilities are coordinated through the Learning and Student Development Center (LSDC). There is no standardized form or set of requirements regarding what students must share about their disabilities. Thus, a student needs to decide what, if anything, they want to reveal. If the student chooses not to disclose their disability and decides, at a later time, to make a disclosure, accommodations will not be made retroactively. Any coursework and grades completed before the disclosure will remain. Approved accommodations will be implemented after the student has completed the registration process with the LSDC. For this reason, students are strongly encouraged to contact the LSDC to register for services at the outset of each academic course. Recent documentation of a student's disability from a licensed psychologist, psychiatrist, or other subspecialty physician must be provided to the LSDC to establish accommodations. In addition to reviewing documentation to facilitate arrangements for specific classroom accommodations, ongoing individualized guidance is available from the LSDC's disabilities specialist to include referrals to outside agencies for testing and assessment as necessary.

Applicants and students may obtain information about the accommodation request and ADA grievance procedure by contacting:

Bridgette Dawson, Director/ADA Coordinator
Office of Tutoring and Accessibility Services
Learning and Student Development Center
Main Hall 140 Office 144
304.336.8018 (phone)
304.336.8398 (fax)
<http://westliberty.edu/lcdc/disability-services>

Recommended

- Knowledge of medical terminology and statistics
- A foundation in biochemistry and genetics
- Shadowing a PA

Preferences for Selection

- Patient care experience is preferred
- A record of community service
- WLU graduates
- West Virginia residency

Transfer of Credit

The WLU PA Program does not accept transfer of credit for any of the PA courses, either in the didactic or the clinical phase of the curriculum.

Screening

Candidates will be issued screening exams during the interview. Applicants must be proficient in writing to be accepted into the program. Math, Medical Terminology, composition, and other evaluations may be used to assist with determination of acceptance into the program.

Advance Standing

The WLU PA Program does not award advanced placement in either the didactic phase or the clinical phase. No advanced standing or placement will be granted for prior medical education training/experience.

Policy Governing Student Employment:

1. This is a fast-paced, intensive program with a finite amount of time to assimilate coursework and complete assignments. **Due to the rigorous academic coursework of the WLU PA Program, students are strongly discouraged from working during the course of study.**

a. Didactic Phase: Although students are **strongly discouraged** from working in the didactic phase, they are permitted to do so. Students who choose to work must inform the Program Director in writing. If employment affects a student's performance or causes a pattern of concern (e.g. failing grades, interfering with academic performance/duties, or sustained marginal performance), the student will be subjected to administrative action up to and including dismissal from the program.

b. Clinical Phase: Students are ***NOT permitted*** to work during the clinical phase. If a student is discovered by the program to be employed against policy, whether or not it does or does not affect their performance or causes a pattern of concern, the student will be subjected to administrative action by the PA program up to and including dismissal from the program. A student who fails a clinical rotation will be required to repeat the rotation. Any student who fails a repeated course or clinical rotation will be dismissed from the program.

A criminal background check, drug screening, and health screening will be required of all successful applicants upon matriculation and prior to clinical rotations. Applicants are responsible for researching whether any background history will preclude licensure, ability to obtain Drug Enforcement Agency and/or state prescriptive privileges before applying to the program.

Health Insurance

Students must submit proof of health insurance coverage by the time of matriculation. See health insurance policy under Program Costs.

Health Screening and Immunization

WLU requires that its students and faculty be up to date on the following immunizations and skin tests. Students are expected to have these immunization current upon matriculation and updated as needed prior to beginning their clinical clerkships.

Tuberculosis (TB)

Must be completed within the two months after entering the program. Applicants with a history of positive tests must provide documentation of appropriate screening and treatment. A history of receiving the BCG vaccine is not a contradiction to skin testing. Two-step testing is required

Diphtheria-Pertussis-Tetanus

Primary series of 4 doses with DTaP or DTP. Tdap booster must be within the last 10 years.

Measles-Mumps-Rubella (MMR)

Series of 2 doses. Dose 1 at 12-15 months or later, dose 2 at 4-6 years or later and at least one month apart from the 1st. (and/or provide MMR titer results).

Influenza

Immunization is required each year.

Hepatitis B

Immunization is required for all students. This series of three immunizations and post-vaccination antibody titer for proof of immunity is required.

Chicken Pox (Varicella)

History of disease is acceptable (titer still required). If no history, two doses of vaccine at least one month apart and titer are necessary.

Bacterial Meningitis (highly recommended)

Application and Admission

First: The applicant will fill out and submit a CASPA Application

Second: The applicant will complete and submit West Liberty University's supplemental application & \$25.00 application fee: WLU SUPPLEMENTAL APPLICATION 2018-19

(Applicants educated outside of the United States must also submit the additional required additional materials.)

Third: The applicant will complete a CASPer examination. Please note: Your CASPA ID is required to register for the CASPer Exam.

About the CASPer Test: (Computer-Based Assessment for Sampling Personal Characteristics)

All applicants to the Physician Assistant Program, here at West Liberty University are required to complete this online assessment, to assist with our selection process. Successful completion of CASPer is mandatory in order to maintain admission eligibility. This is an online test which assesses for non-cognitive skills and interpersonal characteristics that we believe are important for successful students and graduates of our program, and will complement the other tools that we use for applicant screening. In implementing CASPer, we are trying to further enhance fairness and objectivity in our selection process.

In order to take CASPer, you will be responsible for securing access to a computer with audio capabilities, a webcam, and a reliable internet connection on your selected test date. Please note: the last date to take the exam for our program is Wednesday, October 3rd, 2018 therefore, you must be diligent and early in taking the exam otherwise, it is possible that your CASPer test will not be scored in time for a faculty review.

CASPer can be taken practically anywhere that you can satisfy the aforementioned requirements. No exceptions will be provided for applicants unable to take CASPer online due to being located at sites where internet is not dependable due to technical or political factors. The CASPer test is comprised of 12 sections of video and written scenarios. Following each scenario, you will be required to answer a set of probing questions under a time contract. The test typically takes between 75-90 minutes to complete. Each response is graded by a different rater, giving a very robust and reliable view of personal and professional characteristics important to our program.

Please go to www.takeCASPer.com to sign up and reserve a test using your CASPA ID and a piece of government-issued photo ID. You will be provided with a limited number of testing dates and times. Please note that these are the only testing dates available for your CASPer test once again noting that the last date for you to take the exam in time for our PA program is, Wednesday, October 3, 2018. Please be diligent and use an email address that you check regularly; there may be updates to the test schedule. No studying is required for CASPer, although you may want to familiarize yourself with the test structure at takeCASPer.com, and ensure you have a quiet environment to take the test.

Please direct any inquiries on the test to support@takecasper.com. Alternatively, you may use the chat bubble in the bottom right hand corner of your screen on the takecasper.com website. CASPer test results are valid for only one admissions cycle. Applicants who have already taken the test in previous years will therefore be expected to re-take it.

Fourth: The applicant will take and submit the GRE General examination. (WLU GRE Code: 4027)

Fifth: Select applicants will be invited to West Liberty University campus for personal interviews. During the interview process, all applicants will be asked to write a brief composition on a particular topic & screened in Medical Terminology.

Sixth: All candidates will be notified in writing of the admissions committee's decision. Candidates who are chosen to interview could possibly be notified of the admissions committee's decision as early as the day of their interview but, no later than March 31, as we do offer seats on a "rolling basis". Successful candidates will be contacted personally by the PA program director and invited to take a seat in the program. The official letter of acceptance from our University's Admissions Office will follow.

Seventh: A confirmation and deposit is required to hold your place in the class and to confirm your acceptance. You will not be registered for classes until your deposit has been received. We require a \$500.00 deposit however, it will be applied toward your first term's tuition. Should you decide not to attend after sending in your deposit, please keep in mind that it is nonrefundable.

*Note: It is not necessary to send transcripts directly to the University in addition to what the applicant has already submitted to CASPA during the application process unless:

- 1). The applicant has courses in progress at the time of application.
- 2). The applicant is in the process of completing an undergraduate degree.
- 3). The applicant is offered a seat in the program: (Should the applicant accept a seat in the program, admittance is contingent on receipt and verification of all "official" transcripts and any other supporting documents. Selected candidates are also required to pass a Background Check as well as a Drug Screening. All will be complete and successful BEFORE matriculation.

Estimated Program Costs (subject to change)

In-state students

Tuition only: \$55,440

All Expenses:

1st year on-campus: \$43,019

2nd year on-campus: \$41,940

Program Total: \$84,959

1st year off-campus: \$42,759

2nd year off-campus: \$41,460

Program Total: \$84,399

Out-of-state students:

Tuition only: \$82,960

All Expenses:

1st year on-campus: \$56,779

2nd year on-campus: \$55,700

Program Total: \$112,479

1st year off-campus: \$57,779

2nd year off-campus: \$56,700

Program Total: \$114,479

Transportation

Students must have reliable transportation in order to report to clinical sites and other scheduled program events.

Didactic Phase Summative Evaluation. Occurs at the end of the 1st year (June).

In order for a student to progress to the Senior Year (year two), he/she must:

1. Pass all courses with a minimum passing grade of "C."

2. Have an overall G.P.A. of not less than 3.0 on a 4.0 scale.
3. Pass a graded OSCE.
4. Pass a comprehensive written examination.
5. Pass all decision points (done at the end of each term).
6. Meet all professional requirements.
7. Be recommended by the Student Progress Committee for advancement to the senior year.

Program Summative Evaluation (Graduation Requirements) occurs at the end of the program (June).

In order for a student to graduate from the program he/she must:

1. Pass all didactic courses with a minimum passing grade of "C."
2. Pass all clinical clerkships with a "Satisfactory" grade.
3. Have an overall G.P.A. of not less than 3.0 on a 4.0 scale.
4. Pass a graded OSCE.
5. Pass a comprehensive written examination.
6. Pass all decision points (done at the end of the 3rd, 6th and 9th (final) clerkship).
7. Meet all professional requirements.
8. Be recommended by the Student Progress Committee for graduation from the program.
9. Meet all of the University's requirements for graduation (tuition paid up to date/successful check-out).
10. Receive a passing grade in Professional Issues II.
11. Complete final two weeks clinical year of on-campus instruction/testing/study

CURRICULUM

The Master of Science in Physician Assistant Studies is a twenty-four (24) month program divided into didactic and clinical sections. The didactic portion of the program will include a combination of basic science courses and laboratories as well as classes and laboratories in the applied medical sciences. This portion of the curriculum will occur during the first twelve months of the degree program. The final twelve months of the program will include nine, 5-week clinical rotations with the supervision of licensed clinical preceptors. The twenty-four month program will cycle from July of the entrance year through June of the second twelve months.

Year one: Didactic..... 59
 • Four terms (11 and 12 weeks)

Summer Term 15
 PA 501: Human Anatomy and Physiology I 4
 PA 503: Clinical Ethics 2
 PA 504: Research I 1
 PA 512: PA Professional Issues I 1
 PA 516: Clinical Lab Science 2
 PA 520: Principles of Physical Diagnosis I 3
 PA 538: Medical Microbiology..... 2

Fall Term 15
 PA 502: Human Anatomy and Physiology II 4
 PA 505: Research II 1
 PA 510: Pathophysiology of Disease I 2
 PA 521: Principles of Physical Diagnosis II 3
 PA 526: Clinical Pharmacology I 2
 PA 528: Clinical Medicine I 3

Winter Term 15
 PA 511: Pathophysiology of Disease II 2
 PA 519: Health Promotion and Disease Prevention .. 2
 PA 522: Principles of Physical Diagnosis III 3
 PA 527: Clinical Pharmacology II 2
 PA 529: Clinical Medicine II 4
 PA 536: Clinical Skills I 2

Spring Term	14
PA 518: Behavioral Medicine	2
PA 530: Clinical Medicine III	4
PA 531: Clinical Medicine IV	3
PA 535: Women's Health	2
PA 537: Clinical Skills II	2
PA 532: Clinical Genetics.....	1

Year two: Clinical **46**

• Nine 5-week clinical rotations	
PA 570: Family Medicine Clerkship	5
PA 571: Internal Medicine Clerkship.....	5
PA 572: Emergency Medicine Clerkship.....	5
PA 573: Pediatric Clerkship	5
PA 574: Women's Health Clerkship.....	5
PA 575: General Surgery Clerkship.....	5
PA 576: Psychiatry Clerkship.....	5
PA 577: Elective I Clerkship.....	5
PA 578: Elective II Clerkship.....	5
PA 549: PA Professional Issues II	1

Qualities that are consistent with the standards set forth by ARC-PA, and medical practice; integrity, cultural sensitivity, communication skills, commitment to lifelong learning and service, and practical knowledge are cornerstones within the physician assistant profession, and are the framework upon which the WLU program is based.

School of Professional Studies

Thomas A. Michaud, Ph.D., Dean

The School of Professional Studies (SPS) is located at the Highlands Center, just outside Wheeling, West Virginia. Through the SPS, WLU offers the Master of Professional Studies graduate program with an emphasis in Organizational Leadership.

Mission Statement

The School of Professional Studies (SoPS) is dedicated to serving adults, both undergraduate and graduate learners. All of the SoPS' degree programs emphasize applied learning, learning which is practically relevant to professional work. SoPS faculty are broadly experienced in the fields which they teach and develop their courses with the working knowledge they have acquired. The faculty, moreover, respect the experiences of their adult students and aim to facilitate student learning by relating to and drawing on the work-based learning the students already possess.

Admissions

There is not a deadline for admission to the program and students can start the program in the Fall and Spring semesters.

Requirements

- Completed Bachelor's Degree from an Accredited Institution
- Undergraduate GPA minimum of 2.5

Students may transfer into the MPS program course credits from another graduate program, if those credits are: 1) from an accredited graduate program; 2) relevant to the academic substance of the MPS program; 3) and, the student has earned at least a B or its equivalent for the credits. The MPA program allows only for a maximum of six credits to be accepted as transferable from another graduate program. All coursework is reviewed and approved by the Dean of Professional Studies for transferability into the MPS program.

MASTER OF PROFESSIONAL STUDIES

This degree is for students seeking career advancement and personal and professional enrichment. The degree consists of a core plus an area of emphasis, either Organizational Leadership or Justice Leadership.

Required Core:

MPS 500 Rhetoric, Reasoning and Communication	3
MPS 501 Professionalism and Ethics in the Digital Age.....	3
MPS 502 Organizational Dynamics	3

Organizational Leadership Emphasis

(30 Hours Total for Degree)

The structure and curricular design of this Emphasis will emphasize learning directly relevant to leadership in professional employment, namely management and supervision in for-profit and non-profit organizations.

Required:

MPS 503 Methods of Applied Research	3
MPS 504 History of Modern Leadership	3
MPS 505 Essentials of Leadership Operations	3
MPS 506 Legal Environments of Organizational Leadership .	3
MPS 507 Applied Research Project Proposal	3

Choose 6 hours from the following:

MPS 508 Leading Organizational Change, Creativity and Diversity in a Global Economy	3
MPS 509 Organizational Risk Assessment and Decision Making	3
MPS 510 Understanding Leadership through Biography	3
MPS 511 Current Issues in Leadership	3
MPS 578 Special Topics	3

GRADUATE COURSES

ACCOUNTING (ACC)

550. MANAGERIAL ACCOUNTING DECISION ANALYSIS – 3 hrs.

The course provides an overview of external and internal decision making using accounting information. From the perspectives of investors, creditors and other external users, the course provides an introduction to the analysis and use of corporate financial reports. Course coverage includes financial accounting standard setting, the environmental pressures and temptations faced by management and accountants as they prepare financial statements, the role of auditors in the capital markets system, and the impact of accounting information on strategic decisions. From an internal decision-making perspective, the course examines the use of managerial accounting information. Topics include costs analysis, cost-volume-profit analysis, activity based costing, and decision support systems including relevant costs and benefits. Admission to MBA required.

561. AUDITING & FORENSIC ACCOUNTING – 3 hrs.

The course will focus on the field of forensic accounting and fraud examination and how it pertains to both civil and criminal matters. Concepts include the characteristics of fraud, fraud prevention, and detection, investigative techniques, asset recovery, and an introduction to the use of information technology in the growing profession. Undergraduate accounting degree or approval of the MBA Program Director required.

562. DETECTION AND PREVENTION OF FRAUDULENT FINANCIAL STATEMENTS – 3 hrs.

This course in forensic accounting and fraud examination examines the types of fraud and the impact on the financial information presented. The focus is on the common fraud schemes and scams. Students review, detect, and investigate possible financial statement fraud by addressing topics including incoming smoothing, off balance sheet financing, fictitious sales/revenue, and understatement of liabilities. Techniques will be used to explore substantive analytical procedures to assess the risks of financial statement fraud. Undergraduate accounting degree or approval of the MBA Program Director required.

563. INTERVIEW TECHNIQUES/LEGAL ASPECTS OF FRAUD – 3 hrs.

This third course in forensic accounting and fraud examination focuses on interview principles and techniques. The legal aspects pertaining to the identification and prosecution of fraud are examined. Undergraduate accounting degree or approval of the MBA Program Director required.

564. INVESTIGATING WITH COMPUTERS – 3 hrs.

This fourth course focuses on the process, considerations, and available technology tools needed to examine electronically stored information and data when investigating fraud. Topics include an overview of current computer crimes, locations of digital evidence, fundamentals of working with data, an overview of legal aspects of computer crime, and how to present findings at the conclusion of a computer based investigation. Concepts include identity theft, the insider threat, locating digital evidence, working with data, legal aspects, and finally presenting investigative findings. Students review case examples of cyber-crime, research relevant current events, and identify best practices when conducting a cyber-investigation. Undergraduate accounting degree or approval of the MBA Program Director required.

BIOLOGY (BIO)

500. BIostatistic Applications - 3 hrs.

Analysis and application of parametric and non-parametric biostatistics through survey of primary literature and research design.

501. ADVANCED GENETICS AND GENOMICS - 4 hrs.

Simple Mendelian inheritance and linkage analysis leading to more complex inheritance analysis using conditional probability and linkage. Analysis of complex traits, genome-wide association studies, haplotypes, linkage disequilibrium, admixture and selective sweeps in populations, epigenetics, pharmacogenetics, genetic variation in drug response, personalized medicine, and gene therapy will occur. The process of genome annotation will also be covered and applied in detail.

502. HUMAN ANATOMY & PHYSIOLOGY I - 3 hrs.

First course in a two-part series devoted to the study of human anatomy and physiology. The course will cover topography, internal structures, and functions with correlations to diagnostic modalities currently used by practitioners. Pertinent biochemical principles will be integrated into the course to cover cellular and subcellular structures and processes which impact health and disease. A systems and an intersystem approach is used throughout and reinforced in

the guided lab. Topics in BIO 502 include the integumentary, special senses, musculoskeletal, endocrine, digestive, and urinary systems. Additional topics include body organization, histology, water, electrolytes, acid-base balance, and nutrition & metabolism.

503. HUMAN ANATOMY & PHYSIOLOGY I LABORATORY - 1 hr.

Detailed study of the structure and functions of the various body systems. Students will learn through the use of models, plastinates, and cadaver prosections and dissections, video presentations, and radiographic & advanced imaging, blood and urine analysis, and hands-on neurological examination of the special senses. The laboratory will emphasize topics covered in the lecture component (BIO 502).

504. ADVANCED ECOLOGY- 3 hrs.

Concepts of population ecology and population genetics are explored to provide an in-depth understanding of evolutionary biology and conservation biology. Topics include population growth and regulation, demography, interspecific interactions, population genetics, quantitative genetics, evolution of phenotypic plasticity, evolution of life histories, and basic molecular evolution. Students will be required to complete a literature reviews of the previous topics, as well as perform a novel research project on an ecological concept of their choosing.

505. ADVANCED ECOLOGY LABORATORY - 1 hr.

Concepts of population ecology and population genetics are explored to provide an in-depth understanding of evolutionary biology and conservation biology. Topics include population growth and regulation, demography, interspecific interactions, population genetics, quantitative genetics, evolution of phenotypic plasticity, evolution of life histories, and basic molecular evolution. Students will be required to complete literature reviews of the previous topics, as well as perform a novel research project on an ecological concept of their choosing.

506. ADVANCED FIELD BIOLOGY - 4 hrs.

Field identification of common animals and plants, with an emphasis on fieldwork and methods of quantitatively describing plant and animal communities through advanced statistics, Geographic Information Systems (GIS), and ecological modeling. Students will learn methods of collection, preservation, and population estimation. In addition to standard lectures and laboratories, course will require extensive field trips for application of course principles.

507. GRADUATE HUMAN GENETICS AND GENOMICS - 3 hrs.

Detailed exploration of genomics and advances in human genomics. Evolutionary history of *Homo sapiens* in relation to other hominids as well as patterns of genome evolution will be addressed. Current practices in genomic research and applications to human genetic disorders will also be covered.

508. ADVANCED HERPETOLOGY - 4 hrs.

Taxonomic review of extinct and modern amphibians and reptiles with an emphasis on evolutionary history of these groups; numerous collecting trips provided through survey of local herpetofauna. Emphasis will be placed on modern conservation strategies and techniques for extant reptiles and amphibians.

510. GRADUATE RESEARCH SKILLS - 3 credit hrs.

Practical knowledge of computer programs, databases, and websites commonly used in biological and ecological research. The effective communication of scientific data and ideas through poster and powerpoint presentations will also be covered.

512. GRADUATE NEUROSCIENCE - 3 hrs.

Detailed study of the central and peripheral neural system. Content emphasizes the structural and functional organization of the human brain. The focus is placed on the fundamental concepts of cellular and molecular neurobiology, information processing, brain plasticity, and behavioral control. Other topics include brain development, behavioral pharmacology, and neuropsychiatric diseases.

513. MCAT PREPARATION – 3 hrs.

Practice course designed to provide Biomedical Sciences students with established time for dedicated MCAT preparation. Advice and guidance from faculty will be arranged where needed to support student accomplishment. Course meets 3 hours per week.

515. BIOLOGICAL APPLICATIONS OF GIS - 3 hrs.

Potential applications of geographic information systems (GIS) for biological studies associated with conservation, disease, emergency, and environmental management.

517. ADVANCED IMMUNOLOGY - 3 credit hours

Innate, humoral and cell-mediated immune mechanisms differentiated. Concepts of hypersensitivity, autoimmunity, rejection, immunodeficiencies, and tumor progression will also be researched.

518. ECOLOGICAL FIELD EXPERIENCE - 1-4 hrs.

Traveling and camping course to other states or countries incorporating study and sampling of characteristic species of these habitats and the ecological factors that organize them into communities and ecosystems. Relevant conservation issues to the focal habitat of the trip will be discussed prior, during, and post trip.

520. QUANTITATIVE BIOLOGICAL TECHNIQUES - 3 hrs.

Application and interpretation of applied quantitative biological techniques for statistical analysis, model selection, and ordination for data description and hypothesis testing.

523. GRADUATE PATHOPHYSIOLOGY - 3 hrs.

Terminology and mechanisms (biochemical, cytological and histological) common to many diseases, including such topics as causes and types of cell injury and death, inflammation and healing, infection, the immune response, disorders of growth (including cancer), edema, fever and hypothermia, hemorrhage and shock, effects of ionizing radiation, and disorders of circulation. Topics covered include cardiovascular, blood, pulmonary, gastrointestinal, liver, exocrine pancreatic, renal, reproductive, immunologic, rheumatologic, endocrine, nervous system, infectious, and hematologic disease processes, as well as neoplasia.

525. GRADUATE SEMINAR - 1 credit hr.

Weekly research seminar featuring scholarly discoveries and discussion from academic, industry, and professional scientists in the field of biological scientists. Students will be immersed in the presentation and discussion of research, critical analysis, and data interpretation during this course.

526. ADVANCED ANIMAL PHYSIOLOGY - 4 hrs.

Normal physiological functions of the nervous, endocrine, muscle, circulatory, respiratory, and urinary systems of animals with an emphasis on vertebrates.

528. HUMAN ANATOMY & PHYSIOLOGY II - 3 hrs.

Second course in a two-part series devoted to the study of human anatomy and physiology. The course will cover topography, internal structures, and functions with correlations to diagnostic modalities currently used by practitioners. Pertinent biochemical principles will be integrated into the course to cover cellular and subcellular structures and processes which impact health and disease. A systems and an intersystem approach is used throughout and reinforced in the guided lab. Topics in BIO 528 include the cardiovascular, lymphatic, respiratory, and neurological, systems as well as human development.

529. HUMAN ANATOMY & PHYSIOLOGY II LABORATORY - 1 hr.

Detailed study of the structure and functions of the various body systems. Students will learn through the use of models, plastinates, and cadaver prosections and dissections, video presentations, and radiographic & advanced imaging, blood analysis, EKG, and spirometry. The laboratory will emphasize topics covered in the lecture component of the course (BIO 528).

532. GRADUATE HISTOLOGY - 4 hrs.

Detailed study of structure and functions of cells, tissues and organ systems, with special reference to humans. Laboratory studies of vertebrate tissues. Two lectures and two three-hour laboratory sessions per week.

535. ADVANCED ARTHROPOD BIODIVERSITY - 4 hrs.

Survey of evolution, morphology, classification, life histories, physiology, behavior and ecology of arthropods. Laboratories will include hypothesis-evaluation studies, insect sampling, collecting, mounting, labeling and identification. Students will complete a major collection of specimens identified to family as well as a survey of non-insect arthropods. Field trips to various terrestrial and aquatic habitats will be required. Three one hour lectures, and one three hour laboratory per week, and weekend field trips.

538. ADVANCED FRESHWATER INVERTEBRATES – 4 hrs.

Ecology, life history, and conservation of freshwater mussels, aquatic insects, and freshwater crayfish. Emphasis is placed on mastery of field identification of these organismal groups specific to the central Appalachian region, as well as an understanding of taxonomic, ecological and conservation issues for these groups globally. Course will involve lectures, laboratories, field excursions and collections.

540. ADVANCED CONSERVATION BIOLOGY - 4 hrs.

Emphasis on preservation of biological diversity and its evolutionary potential. Basic topics include a history of conservation biology, investigations of metapopulation dynamics, genetic consequences of reduced biotic populations, restoration methods for ecological systems, and an analysis of important policies. Course material will focus on the Appalachian region.

543. GRADUATE ZOO HERPETOLOGY - 4 hrs.

Taxonomic review of extinct and extant amphibians and reptiles with an emphasis on natural history, evolutionary history, and identification of these animal groups. Special emphasis will be placed on discussing reptile and amphibian captive management strategies, as well as reptile and amphibian conservation efforts in both zoo and wild settings. Three one hour lectures, and one three hour laboratory per week. Restricted to graduate students in the Zoo Science option.

545. GRADUATE ZOO MAMMALOGY - 4 hrs.

Taxonomic review of mammals with an emphasis on natural history, evolutionary history, and identification of these animal groups. Special emphasis will be placed on discussing mammalian captive management strategies, as well as mammalian conservation efforts in both zoo and wild settings. Three one hour lectures, and one three hour laboratory per week. Restricted to graduate students in Zoo Science option.

547. GRADUATE ZOO ORNITHOLOGY - 4 hrs.

Taxonomic review of birds with an emphasis on natural history, evolutionary history, and identification of these animal groups. Special emphasis will be placed on discussing avian captive management strategies, as well as avian conservation efforts in both zoo and wild settings. Three one hour lectures, and one three hour laboratory per week. Restricted to graduate students in Zoo Science option.

549. ADVANCED ZOO ANIMAL BEHAVIOR - 4 hrs.

Principles of animal behavior from a physiological, ecological, and evolutionary perspective as well as the tools and techniques to manage animal behavior in zoos and aquariums. Topics will include physiological mechanisms of behavior, social organization, mating systems, parental care, communication, foraging strategies, predator-prey interactions, aggression, learning, environmental enrichment, and operant conditioning via positive reinforcement. Three one hour lectures, and one three hour laboratory per week. Restricted to graduate students in Zoo Science option.

550. Graduate Developmental Biology - 3 credit hrs.

Detailed study of development of invertebrates and vertebrates, including *Drosophila*, *C. elegans*, chicks, frogs, zebrafish, mice, and humans. Emphasis is placed on evolutionary aspects of development and on the connection between mechanisms of normal development and disease etiology.

552. ZOO CONSERVATION - 4 hrs.

Interdisciplinary science of conservation biology, and focus on specific aspects pertaining to zoological institutions. Topics covered will include captive population management, wildlife reintroduction and ex-situ research, the role of zoos in reserve and corridor design, metapopulation biology, and the role of conservation education in conservation biology. Students will evaluate the philosophy and science behind preservation and conservation of biodiversity, explore the previously mentioned topics through the human viewpoints of aesthetics, economics, and culture, and explore how these influence principles applied to biological conservation.

556. ADVANCED PARASITOLOGY - 3 hrs.

Life cycles, identification, and pathogenesis of parasitic protozoa, flatworms, roundworms, and arthropods. Course is formatted as a combined lecture/laboratory.

558. ADVANCED ANIMAL NUTRITION - 4 hrs.

In-depth analysis of the digestion and metabolism of food nutrients, nutrient requirements and digestive systems of selected domestic and wild animals, selected metabolic diseases and disorders, and diet formulation for selected domestic and wild animals. Restricted to graduate students in the MA Biology, Zoo Science option.

560. ADVANCED MOLECULAR BIOLOGY - 3 hrs.

Prokaryotic and eukaryotic DNA replication, transcription, and translation processes are detailed. DNA repair mechanisms, chromosome structure, regulation of transcriptional events, and posttranscriptional and posttranslational modification processes are also detailed. Course content will be used to explore and evaluate current literature relevant to student's field of study.

562. GRADUATE MICROBIAL PATHOGENESIS - 3 hrs.

Biochemical and molecular mechanisms by which microorganisms cause disease. Emphasis will be placed on bacteria and paradigms of bacterial-host interactions and investigations into determining the molecular mediators of pathogenesis.

565. GRADUATE VIROLOGY - 3 hrs.

Detailed exploration of major families of viruses including structure, strategies of replication, regulation of gene expression, and pathogenesis. The use of viruses as molecular tools will also be explored.

570. ADVANCED BIOLOGICAL CHEMISTRY – 3 hrs.

Advanced study Detailed exploration of structure and function of proteins, nucleic acids, carbohydrates, and lipids in biological systems. Included in the study of these macromolecules are catabolism and biosynthesis, bioenergetics, and regulation of biological pathways.

572. ADVANCED CELL BIOLOGY – 3 hrs.

Advanced study of cell structure and function. Topics covered will include: cell signaling, cellular transport, cytoskeletal architecture, cell structure and biosynthesis of organelles, and cell cycle and differentiation.

575. GRANT PROPOSALS IN SCIENCE - 3 hrs.

Application of the fundamental conventions of science writing in grant proposals. Course is writing intensive and requires development of a proposal from concept to submission.

578. ADVANCED SPECIAL TOPICS - 3 hrs.

Current, relevant topics (as announced) in the biological and biomedical sciences based on graduate student and instructor interest.

580. INDEPENDENT STUDY - 1-9 hrs.

Students are required to meet with their faculty mentor to choose a research project that will culminate in a thesis and completion of a MS in Biology. The students in this course will conduct an extensive critical review of the literature pertinent to their research topic. In addition, students must carry out significant bench, field, and/or computational research in pursuit of their thesis research objectives.

598. THESIS - 9 hrs.

Culminating course for the MS in Biology program. Preparation and defense of a thesis comprised of original work in the field of biological and/or biomedical sciences. Thesis must contain a comprehensive literature review of material pertaining to the research topic or objectives. Discussion of the conclusions, implications, and future directions for the research must also be included. After submission of the written thesis, student must successfully present the research in an open forum and defend the research to a committee of faculty .

COMPUTER INFORMATION SYSTEMS (CIS)**530. INFORMATION TECHNOLOGY MANAGEMENT – 3 hrs.**

An examination of managerial problems related to computer based information systems. Within the context of system theory and control theory, the student examines critical areas of analysis, design and development of management information systems. Admission to MBA required.

CRIMINOLOGY (CRIM)**501. GRANT WRITING IN CRIMINOLOGY – 3 hrs.**

This course provides students with the knowledge necessary for effective grant writing and hands-on experience with local criminal justice and educational organizations seeking grant funding.

502. ADV THEORETICAL CRIMINOLOGY – 3 hrs.

This course provides students with an in-depth understanding of the theoretical underpinnings of crime and criminology. By applying advanced theoretical knowledge to real-world and academic research students gain the ability to competently apply criminology theory. Emphasis will be placed on 1) establishing a relationship between criminal offending and theory; 2) establishing a relationship between victimizations and theory; 3) practical application theory to criminal offending and victimization patterns.

516. ADV RESEARCH METHODS IN CRIMINOLOGY – 3 hrs.

This course requires students to design and administer a quantitative research project using survey methodology that addresses human subject protections, reliability and validity concern, and the importance of IRB approval and beginning analysis methods in criminology.

517. ADV CRIMINOLOGICAL STAT APPL – 3 hrs.

This course is a complement to CRIM 516 and should be taken the semester following completion of Advanced Research Methods in Criminology. This course requires students to apply statistics to their research proposal created in CRIM 516. This course will review descriptive statistics, statistical inference and regression, and expand the student's knowledge by introducing them to binomial logistical regressions, log odds, linear modeling, and computer-based programs and data interpretation in criminology. A tutorial of SPSS, the computer program used for the course, will be provided to students.

536. CRIMINAL LAW AND LIABILITY – 3 hrs.

This course examines the functions of criminal law as a process of crime creation and the elements of the criminal act and criminal liability including defense, theories and justifications for crime.

540. CRIMINAL JUSTICE POLICY – 3 hrs.

This course examines criminal justice policy formulation and the influence of policy on the criminal justice system. The course provides basic policy analysis, research and change with specific attention to the last fifty years in the areas of policing, probation, correction and courts.

545. CORRECTIONAL THEORY AND ADMIN – 3 hrs.

This course provides an in-depth review of the historical relevance of correctional theory, policy and punishment, and the administrative challenges of contemporary correctional institutions.

549. ETHICAL & PHILOSOPHICAL ISSUES OF CRIME – 3 hrs.

This course addresses key ethical issues facing criminal justice practitioners and possible avenues for resolving concerns in the field.

550. CRIMINAL JUSTICE MANAGEMENT- 3 hrs.

This course addresses the construction, organization, and management of policies and procedures within correctional and court agencies. Topics include, but are not limited to, state, federal and private resources, public and private accountability, and solutions to administrative problems in correctional and courtroom settings.

551. LEGAL ISSUES IN CRIMINOLOGY – 3 hrs.

This course provides an in-depth examination of legal uses in criminology with specific focus on the courtroom thereby providing a systematic study of the philosophies of professional administration of law and effective management.

552. INTERNATIONAL CRIME – 3 hrs.

This course traces the theoretical development of international crime with particular interest in three core areas: human trafficking and smuggling, narcotics and cartels, and organized criminal enterprises.

553. TERRORISM – 3 hrs.

This course provides a comprehensive review of terrorism in the 20th and 21st centuries including the historical significance, investigation, apprehension, legal issues, and policy changes associated with the criminal justice system.

555. CYBER CRIME – 3 hrs.

This course outlines the federal and state laws associated with computer crime, law enforcement and legal strategies for the preventions and apprehension of cyber criminals, and rapidly changing trends in cybercrime.

560. CONTEMPORARY ISSUES IN CRIMINOLOGY – 3 hrs.

This course addresses a wide range of contemporary issues facing law enforcement officers and agencies. Topics covered may include, but are not limited to, police-community relations, police subculture, police management issues, and community policing.

561. CRIME PREVENTION – 3 hrs.

This course provides student with strategies for the development, implementation and assessment of crime prevention programs. It provides a historical review of crime prevention, crime prevention strategies, media relations, risk assessment and new and evolving programs. In addition, the students will analyze the interactions between individuals and their environments, and provide a framework for understanding how communities become criminal hotspots.

568. QUALITATIVE RESEARCH METHODS – 3 hrs.

This course investigates participant-observations, open-ended questioning and qualitative interviewing as well as human subject protection, data collection and coding practices associated with qualitative research methodology.

570. WHITE COLLAR CRIME - 3 hrs.

This course covers the roles that individuals, corporations and criminal partnerships play in relation to white collar crime. Included in this course are theoretical explanations for white collar crime as well as legal recourses for dealing with the apprehension of white collar criminals.

578. SPECIAL TOPICS – 3 hrs.

Special topics courses consist of particular courses of interest offered by select faculty or courses which show a demand by the current student body. These courses may consist of reading or writing intensive courses.

580. COLLOQUIUM – 3 hrs.

This course provides students with an academic setting for presenting graduate-level research. Topics include each semester and the course is writing intensive. All students will complete 580 for either the Course/Corrections Concentration or the Law Enforcement Concentration.

585. THESIS IN CRIMINOLOGY – 3 hrs.

This course orients students toward the production of a proposal suitable for a thesis, the dissemination of the research, and an oral defense of the research project. Student will enroll in this course during their final year of instruction in the graduate program. Pre-reqs: CRIM 516, CRIM 517.

ECONOMICS (ECON)

520. GLOBAL ECONOMICS – 3 hrs.

This course investigates the process of international commerce among nations. The basic theory of trade and exchange rates, institutional and legal environments, and current policy issues are covered. Admission to MBA required.

EDUCATION (EDUC)

500 ADVANCED STUDIES IN HUMAN DEVELOPMENT AND EDUCATIONAL PSYCHOLOGY - 3 hrs.

An advanced study and application of the physical, cognitive, emotional and social development of diverse children and adults utilizing current theories of development and research implications for teaching and learning to ensure achievement by all students.

502. PROFESSIONAL WRITING – 3 hrs.

This course involves critical readings and the synthesis of research in the creation of professional writing. Students will examine examples of professional writing, consider procal professional writing strategies, and evaluating writing techniques and styles. Particular emphasis will be given to the research process, examination of seminal pieces of literature, and the creation of a research problem and research questions.

503. TECHNOLOGY APPLICATIONS – 3 hrs.

This course provides an opportunity for students to examine, and gain proficiency using new and innovative technology applications in various aspects of education including teaching, leading, designing professional development, creating interactive workshops, and preparing formal and informal creative presentations. Special emphasis will be given to the selection of appropriate technology and presentation tools that increase the interactive possibilities between presenter and participants.

504. FOUNDATION OF ENTREPRENEURSHIP - 3 hrs.

This course introduces students to concepts and principles that are foundational for any sort of entrepreneurship, which includes the role that entrepreneurs play as agents of change in a free market economy. Students will also be exposed to various entrepreneurs through guest lectures. Incorporating course content into the K-12 classroom will be emphasized.

505. CREATIVE PROBLEM SOLVING - 3 hrs.

This course focuses on creative problem solving from an entrepreneurial perspective. Content will introduce students to the concepts of creative problem solving, social entrepreneurship, entrepreneurship, generating innovative ideas, creating entrepreneurial ventures, and the role that entrepreneurship plays within society. It presents the entrepreneur or social entrepreneur as the agent of change in a free market economy, and highlights practical aspects of opportunity recognition, and new venture creation. Incorporating course content into the K-12 classroom will be emphasized.

506. MOTIVATION AND THE DEVELOPMENT OF CREATIVITY - 3 hrs.

This course is designed to give an overview of research on motivation of learning and achievement, and their effects on the development of creativity. A special focus will be placed on extrinsic and intrinsic motivation and the diverse learning outcomes and creative processes they can evoke. The goal of this class is to make students aware of how important it is to support motivation in the right way, in order to facilitate creativity and academic performance (e.g. creative flow). At the same time, this course is intended to disclose how harmful the wrongful application and treatment of motivation can be to individuals, their learning, and their creative capacities.

507. RESEARCH METHODS – 3 hrs.

This course is an examination of four based research modes used in education: qualitative, quantitative, mixed-methods, and action research. Research methods include the identification of a research problem, selection of appropriate methodology, establishment of validity, reliability, and rigor, sampling and methods and techniques of data collection. Students will study theoretical perspective and epistemology constructs related to research design and critique. Pre-req: EDUC 502

508. NATIONAL BOARD PORTFOLIO AND ASSESSMENT SUBMISSION – 3 hrs.

This course aligns with documented completion of the National Board for Professional Teaching Portfolio submission and assessment center requirements. The participant must provide acceptable formal documentation of successful completion of this segment of the National Board Certification process to receive credit for this course.

509. NATIONAL BOARD CERTIFICATION – 6 hrs.

This course aligns with successful completion of the National Board for Professional Teaching Certification process. Participant must provide acceptable formal documentation of certification to receive credit for this course. (Credit hours are recommended by NBPT).

510. NATIONAL BOARD CERTIFICATION SUMMER INSTITUTE - 3 hrs.

This multi-day summer institute provides prospective candidates for National Board Certification with an overview of the National Board certification process and the impact of the process on teaching. The institute helps participants decide about pursuing National Board certification and provides a “head start” for those who decide to continue the process. Pre-req: Eligibility for National Board process.

511. INSTRUCTIONAL DESIGN – 3 hrs.

The development of 21st Century learning experiences based upon best practices and the effective integration of technology in a variety of instructional settings. Drawing upon the work of Marzano, instructional modules incorporating varied strategies in a student-centered learning environment will be designed to meet the needs of diverse learners will be developed.

512. ASSESSMENT AND DATA LITERACY- 3 hrs.

This course is an advanced study of the development and application of assessments in authentic environments and analysis of data to make evidence-based decisions. Students will study and apply methods to collect data, analyze data, and use data to make professional decisions. Current legal and ethical issues related to the application of assessment and use of data will also be examined. Pre-req: EDUC 502 and EDUC 507

513. ENTREPRENEURIAL PROMOTIONS - 3 hrs.

This course presents the entrepreneur with the fundamental theories of marketing and selling a product or service. Content will introduce students to the concepts of research, product planning, product communications, sales implementation and after sales services applied to the entrepreneur’s vision. Incorporating course content into the K-12 classroom through development of student learning activities will be emphasized.

514. ON-LINE TEACHING AND LEARNING – 3 hrs.

The theory and practice of developing online communities of learners and student centered online learning experiences consistent with SREB, American Higher Education Association, and the Sloan Foundation best practices. Special attention is given to learning theories and applications to meet the needs of individual learners in the 21st Century.

516. CLASSROOM TEACHING - 3 hrs. This course will prepare students to plan for classroom-based instruction using didactic and constructivist-based teaching practices and effective classroom management strategies, both preventive and reactive. Students will analyze research validated developmentally appropriate assessment strategies and create formal and informal assessments. Classroom design principles and instructional technology will also be examined.

517. NON-FORMAL EDUCATIONAL MODELS - 3 hrs.

Coming from Western, traditional education backgrounds, many are familiar with formal educational models (e.g. schools, universities). This course is intended to provide a different approach to learning and knowledge acquisition. It will introduce students to non-formal educational models outside of the traditional classroom environment, for example, community or environmental centers, family surrounding, libraries, museums, organizations, sport facilities, theaters, and workplaces. The course will make several selected site visits to experience non-formal education first-hand.

520. TRENDS AND ISSUES IN EDUCATION - 3 hrs.

This course will examine advances in brain research and education, varied approaches to developmental differences in children and adolescents, school law historical and recent cases impacting educational policy, and changes in special education identification and instructional delivery. Special emphasis will be placed on the issues and types of diversity present in classrooms and the myriad of educational technology options in support of 21st Century skills.

521. EDUCATIONAL PHILOSOPHY - 3 hrs.

This course will provide a basic framework for philosophical foundations of education, from a historical perspective. Texts from the past, as for example from the ancient Greeks, to the present day will be read, evaluated, and discussed. The students will be encouraged to be reflective, ask questions, and think critically about present day educational models and philosophies. Discourses will take place about current controversies in the field and contemporary problems in education. Students will unite theory and practice by applying philosophical ideas and considering their own educational practices. This class will assist students in creating their own philosophy of education that fits their unique professional lives.

522. TEACHER-LEADER IN THE SCHOOL COMMUNITY- 3 hrs.

Students will learn the foundational skills necessary for successful coaching and how the coach works to mediate another's perceptions, knowledge base and decisions as well as when and how to incorporate consulting and collaboration in their work, distinguish between coaching and evaluation, and will practice a variety of learning styles in an educational setting.

524. TECHNOLOGY SYSTEMS: HUMAN AND ELECTRONIC – 3 hrs.

A study of hardware and software management, legal and ethical considerations, and contemporary issues in technology integration.

528. NON-PROFIT MANAGEMENT – 3 hrs.

This course will provide a practical approach to understanding the core concepts of non-profit management. Particular attention will be given to organizational leadership, programming, policy, fund raising, and contemporary issues and future trends facing non-profit organizations.

530. TECHNIQUES FOR ENGLISH LANGUAGE LEARNERS - 3 hrs.

This course will address research and practices for working with ELL students in inclusive and restrictive settings. Students will examine instructional strategies and develop lessons to meet the needs of ELL students in various instructional settings.

532. CURRICULUM DESIGN: THEORY AND PRACTICE – 3 hrs.

This course will offer a basic foundation in theories and practices underlying curriculum development in the past, the present, and the future. The goal is to enable students to develop curricula for 21st Century learning. Models of curriculum design and development will be explored on the basis of curriculum specialists. A critical review of these models and their theory and practice will take place. Students will become aware of contemporary trends of curriculum design. They will be encouraged to use their acquired knowledge to build their own effective curriculum for any setting and any level, by integrating the best of theories and practices of what they have learned.-

534. CONTEMPORARY APPLICATIONS OF EDUCATIONAL TECHNOLOGY – 3 hrs.

This course provides an advanced study in the use of technology and instructional design principles to create innovative learning environments and authentic learning experiences that accommodate learner needs and align with content area standards. Particular attention will be given to instructional applications and tools incorporating visual design, multimedia, collaborative learning experiences, digital literacy, and responsible social media for face-to- face and online teaching and learning.

535. ARTS INTEGRATION AND MULTICULTURAL LEARNING - 3 hrs.

This course provides a number of methods and tools for using Arts Integration to foster learning with multinational and multicultural students. It includes various arts areas, as for example, visual art, architecture, dance, drama, film, music, puppetry, and creative writing/literature. Participants will learn how Arts Integration can serve as a cultural, social, and

group integration tool, especially for multicultural students who are not otherwise being reached. The applicable methods and tools will be developed through a closer look at Arts Integration and its (1) historical development; (2) research/advocacy; (3) theoretical framework; (4) practical models; (5) definition.

540. HISTORY OF AMERICAN EDUCATION 3 hrs.

In a historical context, this course examines the political, social, economic, cultural and custodial forces and ideas affecting United States educational developments at all school levels. Pre-req: Admission to Master's Program.

542. ACTION RESEARCH – 3 hrs.

Focuses on developing professional educators who understand the role of research and can use data to drive their decision making as well as how effective teachers use leadership and management skills to set high and appropriate goals for student learning and adjust strategies and plans in response to data.

543. FLEXIBLE AND CREATIVE LEARNING ENVIRONMENTS - 3 hrs.

Classroom design to our present-day schools does not look much different for the one 70 years ago: rows of students' desks, followed by a teacher's desk, and the chalkboard describe the picture. This course seeks to make students aware of the fact that 21st Century learning skills, like communication, collaboration, or problem-solving, cannot be taught effectively in such an antiquated environment. Students will experience personally how flexible, inspiring, and creative workspaces can be designed. Student will transfer these innovative ideas to their chosen area of emphasis and use them to create their own flexible and creative classroom culture.

544. COLLABORATIVE SUPPORT FOR TECHNOLOGY INTEGRATION – 3 hrs.

Designed to assist professional development practitioners in gaining knowledge and tools necessary to design, implement and evaluate programs for professional growth in an educational context. Provides an understanding of the theories and practices related to change as it impacts decisions about professional development in formal organizations such as educational settings. A case study format is incorporated. Exploration of the role of a technology teacher in the P-12 school with focus on collaborative development of technology-rich student-centered learning experiences for teaching and learning in the 21st Century.

548. PROGRAM DEVELOPMENT AND EVALUATION - 3 hrs.

Program development and evaluation are necessary processes that can be applied to any program in any field of specialization related to community education. In order to develop effective educational programs, to guide, and to evaluate them, this course will provide several models, including basic steps, as a starting point for students. In the developmental phase, the students follow specific steps as they plan, implement, and evaluate their educational programs. No project is too small or too big. The projects can range from the development and evaluation of a small workshop to a whole community endeavor. In community education, "programs" can include after-school programming, summer camps, and children's museum exhibits. Pre-req: EDUC 528.

550. ENTREPRENEURSHIP AND LAW - 3 hrs.

This course studies the legal issues frequently encountered by entrepreneurs. Among other topics, the course specifically examines the basics of intellectual property law, the governmental legal requirements for starting a for-profit or non-profit organization, as well as the legal issues surrounding the raising of capital and structuring the ownership and leadership of an organization.

552. REFLECTIVE TEACHING AND PROFESSIONAL GROWTH – 3 hrs.

Examination of personal practice and the development and implementation of an individualized plan for professional growth.

553. LAW AND LIABILITY – 3 hrs.

This course is designed to influence the policies and practices of educators and leaders in public settings and non-profit educational entities through the practical application of the knowledge of law including state and federal regulations, and court decisions. Issues of liability will include a review of tort law, contracts, collective bargaining, due process, insubordination, child abuse and neglect, freedom of speech, etc.

554. CONDUCTING PROFESSIONAL DEVELOPMENT – 3 hrs.

Designed to assist professional development practitioners in gaining knowledge and tools necessary to design, implement and evaluate programs for professional growth in an educational context. Provides an understanding of the theories and practices related to change as it impacts decisions about professional development in formal organizations such as educational settings. A case study format is incorporated.

558. ADVANCED FUNDRAISING AND GRANT WRITING– 3 hrs.

This course is an advanced study in the processes related to grant writing and fundraising to support programs and services to meet the needs of groups of people. This course will cover procedures for identifying a programmatic need, effectively communicating a plan to address the need, developing a budget, and writing a grant proposal. Particular attention will be given to the cultivation of relationships with charitable foundations and other potential sources of financial support.

559. ADVOCACY, COMMUNICATION, & PUBLIC POLICY – 3 hrs.

This course provides an overview of advocating and communicating the needs of groups of people and recommendations for meeting those needs with the goal of influencing public decision-making systems. Particular attention will be given to telling an impactful story, effective methods of advocacy, and connecting with local, state, and national decision-makers

560. VENTURE FINANCE AND ANALYSIS - 3 hrs.

This course applies the skills of financial analysis to the problem of venture financing. Major topics include attracting seed and growth capital from sources such as venture capital, investment banking, government and commercial banks. Other issues include valuing a company, going public, selling out, different forms of ownership, and taxes.

561. COMPARATIVE EDUCATION - 3 hrs.

This course investigates education throughout the world and the social, political, economic, and cultural forces that shape it. Focus is given to aspects and intersections of PK-12 education, higher education, and nonprofit educational organizations in both the public and private sector.

572. COMMUNITY EDUCATION INTERNSHIP - 3 hrs.

The community education internship is a required elective for students that choose Community Education as their area of emphasis. It is a 20-30 hour intensive experience.

578. SPECIAL TOPICS IN EDUCATION - 1-3 hrs.

This is a graduate level course that provides for the study of advanced topics in Professional Education. Need permission of instructor.

579. SPECIAL PROBLEMS IN EDUCATION - 1-3 hrs.

This is a graduate level course that provides for the study of advanced topics in Professional Education. Need permission of instructor.

580. STUDENT TEACHING FOR GRADUATE EDUCATION - 3 hrs.

Student teaching course for graduate students needing to complete a clinical practice in a teaching field. Pre-req: Completed all published requirements for eligibility; and SPED 555, 548.

581. CAPSTONE – 3 hrs.

This course is designed to provide students with an experience in identifying a research problem and implementing research-based methods with the goal of addressing educational and community needs. As part of this course, student will create and implement a culminating master's level research project. Pre-reqs: EDUC 502, EDUC 507, EDUC 512

EDUCATION FOUNDATIONS (EDF)

519. EDUCATIONAL PSYCHOLOGY - 3 hrs.

Study of learning theories and their applications to teaching.

535. TESTS AND MEASUREMENTS - 3 hrs.

History, philosophy and elementary statistical methods for testing, measuring and evaluating pupil behavior are studied.

581. THESIS - 6 hrs.

Individual research in a selected area of nursing under direction of a faculty member. Pre-req: NUR 506.

EDUCATIONAL LEADERSHIP (EDL)

500. LEADERSHIP THEORY - 3 hrs.

This course will provide a theoretical overview and philosophical orientation to the nature and function of leadership in a broad range of organizational structures. The role of leader in regards to motivation and inspiring others will be examined as will the framework of leadership within an organizational context.

518. SCHOOL BUSINESS ADMINISTRATION - 3 hrs.

This course is designed to provide the prospective school administrator with the basic knowledge and skills necessary to efficiently and effectively manage the fiscal and physical resources to enhance the purpose of schooling: teaching and learning. Pre-req: Admission to Master's Program.

520. HUMAN RESOURCES AND PERSONNEL ISSUES - 3 hrs.

This course is an examination of the organizational human resource philosophy as it relates to strategies and methods of organizational development. Special focus will be placed on the employment hiring and retention process, investing and empowering employees, and diversity in the workplace.

521. STRATEGIC EDUCATIONAL PLANNING AND CHANGE – 3 hrs.

This course provides an overview of the impact of leadership and the effects of behaviors on the formulation and execution of strategy within an educational organization. Topics include the increasing importance of resilience and change in today's global and turbulent educational environment.

531. ORGANIZATIONAL POLITICS - 3 hrs.

This course is designed to examine the impact of leaders on the political landscape surrounding and organization. Topics covered will include an overview of a leader's power, decision making process, and the ability to resolve conflict. Navigating through the political arena of negotiation, networking and influencing others will also be discussed.

533. EDUCATION LAW, ETHICS, & BUDGET - 3 hrs.

This course is designed to influence the policies and practices of future school administrators through the practical knowledge of school law and ethical practices. Student will examine relevant district, state, and federal education policies and their impact on school and district procedures and instructional practices. The course will prepare leaders to efficiently and effectively manage the fiscal and physical resources to enhance the educational experience for students and comply with state and federal mandates. Legislative practices and trends will be analyzed as will ethical scenarios involving administrators.

543. CREATING A CULTURE OF INNOVATION - 3 hrs.

This course challenges educators to lead design and implementation efforts of innovative instructional methods to create classrooms that improve student learning outcomes and prepare PK-12 students for their future. Topics include historical influences of PK-12 education, collaborative learning, learner-centered activities, creative problem solving, incorporating technology, becoming an innovative leader, and professional development for teachers.

553. ADVANCED INSTRUCTIONAL MODELS - 3 hrs.

An advanced study innovative, research-based instructional models to improve student learning outcomes. Particular attention will be given to creating authentic learning experiences, opportunities for learned collaboration, learner-centered activities, accommodating diverse learning needs, and aligning with content area standards.

557. CREATIVE LEADERS AND INNOVATIVE THINKERS - 3 hrs.

This course provides an overview of the right-brain thinker as related to the growing complexity of innovation and creativity in our society. Past and present creative leaders and innovative thinkers will be identified, and their path to success, from idea to implementation will be analyzed. Based on the ideas of successful leaders, students will develop and propose a new, creative idea related to their current/future profession.

562. DATA DRIVEN DECISION MAKING - 3 hrs.

This course provides an overview of using data in educational organizations for the purpose providing feedback, reflection, and making data-based decisions. Particular attention will be given to various methods of gathering data, analyzing data, using technology to design assessments, accommodating learner needs, informing instruction, and communicating data-based decisions to stakeholders.

564. EDUCATION LEADERSHIP PRACTICUM- 3 hrs.

This course is a field-based application of research and study to administrative practice. Students will complete an extensive 75 hour practicum experience in a public-school based setting with veteran administrators at the building and district level. Students will examine and consider all components of public education including instructional models, technology platforms, personnel, strategic plans, budget, instructional and discipline practices, and family/community engagement.

569. INTERNSHIP (PRINCIPAL) - 3 hrs.

The education administration internship provides practical experiences in the administering of a public school under the supervision of the school's chief administrator. Pre-req: Admission to Master's Program.

578. SPECIAL TOPICS IN EDUCATIONAL LEADERSHIP – 1-3 hrs.

This is a graduate level course that provides for the study of advanced topics in Professional Education.

579. SPECIAL PROBLEMS IN EDUCATIONAL LEADERSHIP – 1-3 hrs.

This is a graduate level course that provides for the study of advanced topics in Professional Education.

588. RESEARCH EVALUATION ASSESSMENT - 3 hrs.

This course is designed to provide students with an overview of the types and purposes of Research, Evaluation, and Assessment in the decision making process of administration. Because of the multiplicity of activities inherent in the administrative process, a variety of methodologies will be explored. Pre-req: Admission to Master's Program.

589. COMMUNITY COLLABORATION - 3 hrs.

This course will examine the interconnectedness of school, family, and community relationships and formal partnerships between business, industry, and school districts. Students will examine and evaluation various partnership models and parent/family engagement practices. As part of this course, student will create comprehensive school-community plans for enhanced collaboration and wrap-around student support. Special emphasis will be given to mental health issues and effective school programming.

FINANCE (FIN)

540. FINANCE MANAGEMENT & THEORY – 3 hrs.

This course covers the theory and practice of managers making financial decisions for the firm. The basis for all decisions builds from the premise of maximizing shareholder wealth. Topics include risk and return tradeoffs, valuing stock and bonds, evaluating and selecting expansion projects, using derivative securities to manage risk, firm valuation, and short-terms cash management. Admission to MBA required.

GENERAL BUSINESS (GBUS)

501. MBA ORIENTATION – 0 hrs.

Pass/Fail. Orientation for the MBA program to be taken the initial term of enrollment. Topics include university policies, MBA program requirements and expectations, orientation to online learning, introduction to resources, research and APA formatting. Co-req: GBUS 525.

525. SOCIAL RESPONSIBILITY & BUSINESS ETHICS – 3 hrs.

This course is designed to be taken in the first terms. Analysis of the fiduciary, legal and ethical responsibilities, liabilities and immunities of corporate directors, officers and managers; organizational governance; corporate citizenship; social responsibility; and legal compliance. Students consider conflicts between goals and values and develop a foundation for analyzing and resolving ethical dilemmas. Admission to MBA required. Co-req: GBUS 501.

MANAGEMENT (MGT)

545. STRATEGIC HUMAN RESOURCE MANAGEMENT – 3 hrs.

This class will facilitate an understanding of the leader's' role in implementing and utilizing effective human capital systems. Focus will be on the processes of talent acquisition, learning and development, performance management, and career/succession planning and understand how these human capital processes impact both the success of the business/organizational strategy and the engagement of people. Through the study of human capital, we find that the traditional Human Resources role has expanded to include not only implementation of controls and services for internal customers, but also the importance of the partnership among leaders, employees and human resource professional in the design and implementation of all human capital systems. Admission to MBA required.

560. PUBLIC & NONPROFIT MANAGEMENT – 3 hrs.

This course focuses on the skills of effective managers in public and non-profit sector organizations and the interplay between management and key organizational processes such as planning, organizing, implementing and evaluating policies, programs and services. Management topics include: managerial work, interpersonal and leadership skills, power and influence, conflict resolution, formal and informal communications, motivation and teamwork. Managing organizational change is used as a way to connect manager behaviors and organizational processes. Admission to MBA required.

565. VALUE CHAIN MANAGEMENT – 3 hrs.

This course is designed to familiarize students with the concept of the value chain. The emphasis will be on the importance of understanding the business not as a collection of separate functions but as an integrated set of disciplines that work collaboratively to create business processes delivering value to a firm's customers. The evolution of the value chain concept and the impact of technology on value chain management will be demonstrated, as well as the impact of effective value chain management on a firm's competitiveness and profitability. Admission to MBA required.

590. STRATEGIC MANAGEMENT – CAPSTONE CLASS – 3 hrs.

Provides an opportunity for students to apply and integrate the knowledge acquired through course work in the MBA program to make strategic decisions about a company. Completion of all classes in MBA program or approval by Department Chair or Dean required.

MARKETING (MKT)**535. INTEGRATIVE MARKETING MANAGEMENT – 3 hrs.**

An integrative course that analyzes the appropriate management of marketing program objectives. The course integrates product, promotion, pricing, and distribution concepts into marketing strategy development, implementation, and control. Students will demonstrate mastery of the subject matter through cases, exercises, tests, and application. Admission to MBA required.

MASTER'S OF PROFESSIONAL STUDIES (MPS)**500. RHETORIC, REASONING, AND COMMUNICATION – 3 hrs.**

This course will treat areas of rhetoric, reasoning and communication with the specific aim of cultivating high-level competencies, which are explicitly applicable to professional work situations. Students will be exposed to principles of classical rhetoric, techniques of critical reasoning in terms of formal and informal logic, and essential criteria for effective professional written and oral communication. With exercises, written assignments and class presentations, the emphasis on applications to work situations will be developed.

501. PROF IN ETHICS IN DIGITAL AGE – 3hrs.

Foundational principles of ethics will be understood and applied to evaluate concrete issues and topics relevant to typical for-profit and non-profit organizations. Emphases will be placed on: practically establishing the relationship between ethics and authentic professionalism, and evaluating technology-related ethics issues that emerge in our digital age.

502. ORGANIZATIONAL DYNAMICS – 3 hrs.

This course examines four topics which are relevant to any type of professional organization. They are: 1) organizational theory and structures; 2) leading and managing organizational change; 3) group dynamics, including motivation and team building; and 4) negotiation and conflict resolution.

503. METHODS OF APPLIED RESEARCH – 3 hrs.

Through six topics, this course engages students in understanding and conducting applied research: 1) defining applied research and distinguishing it from other types of research; 2) the uses of quantitative-based decision making; 3) various applied research techniques for addressing on-the-job issues; 4) conducting a literature review of applied sources; 5) the ethics of applied research; and 6) development of an applied research project proposal.

504. HISTORY OF MODERN LEADERSHIP – 3 hrs.

This course reviews the roots of leadership studies beginning in the late nineteenth century and then moves to examine the skills and competencies needed for outstanding future leaders. Contrary to what early modern leadership theories maintained, leaders are not born but instead master skills and develop competencies for effective leadership. Emphasis will be placed upon guiding students to explore and challenge what makes a great leader and what individual improvements are needed so that they can become more effective leaders in their fields.

505. ESSENTIALS OF LEADERSHIP OPERATIONS – 3 hrs.

This course focuses on five essential operational skills and competencies for effective leadership in any type of organization. The skills and competencies are: 1) budgeting; 2) financial accounting; 3) project marketing; 4) performance assessment; and 5) department, program or project review.

506. LEGAL ENVIRONMENT OF ORGANIZATIONAL LEADERSHIP – 3 hrs.

This course will study the various legal environments of organizational leadership by emphasizing cases which highlight and illustrate the practical and ethical relevance of civil and criminal law to actual leadership situations. This emphasis will

be developed through four course topics: 1) important legal concepts and terminology; 2) relevant business and tax law; 3) relevant non-profit tax law; and 4) relevant human resources law. With all of these topics, students will be engaged in the practice of interpreting cases and applying relevant law to evaluate their legality.

507. APPLIED RESEARCH PROJECT PROPOSAL – 3 hrs.

Students will be guided in their development of an applied research project proposal (ARPP) which will employ methods and techniques learned in 503 - Methods of Applied Research. The projects will also include an ethics impact assessment section based on learning from 501 - Professionalism and Ethics in the Digital Age. Students will offer a public presentation and defense of their ARPPs before a graduate faculty panel and audience.

508. LEADING ORGANIZATIONAL CHANGE, CREATIVITY AND DIVERSITY – 3 hrs.

Leading change is urgent and mandatory for successful leaders to thrive in challenging economic times. The global economy, moreover, demands creative and diversity-cognizant leadership. Whether one is a leader in a publicly-held business, family business or non-profit organization, leading people to embrace and not resist creative change, and to appreciate cultural diversity are musts. This course will guide participants to examine from a systems approach the challenges and requirements for 21st century organizational leadership.

509. ORGANIZATIONAL RISK ASSESSMENT AND DECISIONMAKING – 3 hrs.

This course explores the principles of assessing, managing and initiating risk throughout the organizational enterprise. Emphasis will be placed upon evaluating the foundations, applications and selections of various insurance and risk management products, including property and liability. The development of objectives and strategies designed to identify, manage and mitigate enterprise risk will also be emphasized.

510. UNDERSTANDING LEADERSHIP THROUGH BIOGRAPHY – 3 hrs.

One of the best ways to become an effective leader is to learn about the leadership of great leaders through selections of literary and film biographies. This course will familiarize students with the successes and failures of some great leaders from areas such as business, sports, military, politics, social services and health care. Emphasis will be placed on including leaders who represent gender and cultural diversity.

511. CURRENT ISSUES IN LEADERSHIP – 3 hrs.

An in-depth analysis of selected topics which are of current significance to contemporary leaders in for-profit and non-profit organizations.

512. ADMINISTRATION OF CRIMINAL JUSTICE- 3 hrs.

Explanation of jurisdictional and organizational requirements of local, state and federal criminal justice agencies, including policing, probation/parole, corrections, and courts. This course allows for a in depth review of qualifications for career advancement as well as the legal principles and procedures of the justice system.

513. LEADERSHIP IN CRIMINAL JUSTICE- 3 hrs.

Leadership involves the decision-making progress in criminal justice. This course revisits the historical and theoretical trends in leadership, as well as the importance of hierarchy of command in policing, probation, courts and corrections and the stress and decision-making process associated with positions of leadership.

514. LEGAL AND LEGISLATIVE ISSUES IN CRIMINAL JUSTICE- 3 hrs.

An in-depth study of the legal issues facing criminal justice professionals. While this course focuses primarily on Criminal/Constitutional Law and the Judicial System, legal issues also involve an in-depth analysis of how the legislative process affects decision-making at all levels of the criminal justice system.

515. RESEARCH METHODS IN CRIMINAL JUSTICE – 3 hrs.

This course involves the process of developing a research project through an introduction, literature review, methodology, survey construction, analysis and limitations, as well as in-depth instruction on the pros and cons of qualitative and quantitative research in the criminal justice field.

516. CONTEMPORARY ISSUES IN CRIMINAL JUSTICE – 3 hrs.

An examination of topics of current interest in crime and criminal justice. Topics may vary and this course may be writing intensive.

517. CRIMINOLOGY & CRIMINAL JUSTICE SYSTEM – 3 hrs.

An advanced study of criminological theory and how these theories are applied to the field of criminal justice for understanding criminal offending and rehabilitation strategies.

518. CRIMINAL JUSTICE MANAGEMENT – 3 hrs.

The course addresses actions taken for effective management of criminal justice organizations, with specific emphasis on social and political management principles such as personnel management, policy design, retention and security.

519. SUPERVISION AND PROGRAMMING OF OFFENDERS– 3 hrs.

The course outlines the available strategies for offender management and the pros and cons associated with programming using a theoretical and research/statistical basis for effective supervision. This course is valuable for those in the field of probation, parole, and corrections.

520. ASSESSMENT TOOLS AND MOTIVATIONAL INTERVIEWING – 3 hrs.

This course offers an in depth discussion of the complex tools associated with motivational interviewing. This course requires hands on learning, active and passive learning strategies, including helping clients explore and resolve their uncertainty to change, and effective strategies for engaging the criminal justice client.

521. CORRECTIONS AND CORRECTIONAL DESIGN – 3 hrs.

The examination of correctional agencies, programs, deterrent and treatment practices, probation and parole, community corrections, social structures of prisons and an overview of effective program design.

522. COMMUNITY RELATIONS IN THE PUBLIC SECTOR – 3 hrs.

This course provides an overview of the role of public safety professionals within the criminal justice field and their role/partnership with those whom they serve. Topics discussed include, ethical and professional development, establishing relationships, media relations, and organizational management.

523. INTERPERSONAL VIOLENCE – 3 hrs.

Interpersonal violence outlines the extent of sexual assault, stalking and relationship violence and the risk assessment required of those in the field working with offenders who are both victim and criminal of such crimes.

524. SUBSTANCE ABUSE TREATMENT AND PREVENTION – 3 hrs.

This course examines the social nature of drugs and drug policies, focusing on the pharmacological and systemic relationships with crime as well as the historical context of the U.S. Drug Policy, treatment, and prevention programs.

525. COMPUTER AND DATA APPLICATIONS IN CRIMINAL JUSTICE – 3 hrs.

This course focuses on software, software development, system design and applications used in criminal justice research and statistics.

526. CRISIS MANAGEMENT – 3 hrs.

This course outlines the psychological impact of first responders, the leadership styles, models, and effective risk management communication strategies required of those working in the criminal justice field.

527. TECHNOLOGY AND THE CRIMINAL JUSTICE SYSTEM – 3 hrs.

This course introduces students to technological advances, including the use of social media, Internet, and GPS, and well as the future of technology from a sociological and criminological perspective.

528. SPECIAL POPULATIONS AND SUPERVISION – 3 hrs.

An analysis of multiple interdisciplinary issues which arise from special populations such as juveniles, gangs and at-risk offenders within the field of criminal justice. Topics to be chosen by instructor and may vary in some degree.

578. SPECIAL TOPICS- 3 hrs.

Courses will vary. Special Topics may not be offered every semester (fall, spring, summer) but will be offered to fill an at needs basis.

PHYSICIAN ASSISTANT STUDIES (PA) Didactic**501. HUMAN ANATOMY AND PHYSIOLOGY-I – 4 term units**

This is the first course in a two-part series devoted to the study of human anatomy and physiology. The course will cover topography, internal structures, and functions with correlations to diagnostic modalities currently used by practitioners. Pertinent biochemical principles will be integrated into the course to cover the cellular and subcellular structures and processes which impact health and disease. A systems and an intersystem approach is used throughout and reinforced in the guided lab. Topics in A&P-I include the integumentary, muscular, skeletal, endocrine, gastrointestinal, and renal/urinary systems as well as special senses, electrolytes and acid-base balance.

502. HUMAN ANATOMY AND PHYSIOLOGY-II – 4 term units

This is the second course in a two-part series devoted to the study of human anatomy and physiology. The course will cover topography, internal structures, and functions with correlations to diagnostic modalities currently used by practitioners. Pertinent biochemical principles will be integrated into the course to cover cellular and subcellular structures and processes which impact health and disease. A systems and an intersystem approach is used throughout and reinforced in the guided lab. Topics in A&P-II include the cardiovascular, lymphatic, respiratory, neurological, and reproductive systems as well as human development. Pre-req: PA-501.

503. CLINICAL ETHICS – 2 term units

The ethics course is designed to expose the student to legal and ethical dilemmas faced in medical practice. The course presents approaches that facilitate thinking through the complexities of ethical issues in clinical practice. In addition, representative opinions are offered. The format will include assigned readings, reflection and application papers, and class discussions. Topics include death and dying decisions, informed consent, decisional capacity, cultural and religious beliefs, euthanasia and assisted suicide, genetic screening, and the use of humans in clinical research. Students will develop the ability to recognize and think through ethical issues as they arise in their professional practice. They will be prepared to take ethical responsibility as part of the health care team and practice empathy, principles, and protocols that enhance patient welfare.

504. RESEARCH-I – 1 term unit

This course is the first course of a two-part series, and introduces the students to methods and common tools used in research. Topics include the research process, types of research, sampling and generalizability, reliability and validity, research design, methods of measurement, data collection, and statistical analysis. The course integrates article reviews by the student. Students will search the internet and critique peer-reviewed medical literature. The course will also provide the students with a working knowledge of research in the physician assistant and general medical profession and stimulate critical thinking. Students will recognize the relevance and value of research in their professional development and obtain the skills necessary to pursue a lifetime of learning through examination and evaluation of current medical literature.

505. RESEARCH-II – 1 term unit

This is the second course in a two-part series and builds on theory and concepts learned in Research-I. Students will analyze methods used in medical research and evaluate the reliability of findings. Topics include medical writing, research ethics, research paper design, and critical review of the literature using published research articles. In addition, students will also make recommendations which could improve the research process. Students will cover the essential requirements for a research paper and discuss the AMA paper format. The course will culminate in a critical analysis of peer-reviewed literature, using concepts taught in class. Students will be able to recognize the relevance and value of research in the medical professions. They will also acquire the necessary skills to critique medical literature through examination, evaluation, and application of research theory and methods, and have an understanding of medical writing. Pre-req: PA-504.

510. PATHOPHYSIOLOGY OF DISEASE-I – 2 term units

This is the first course in a two-part series which provides an introduction to the pathophysiology of disease. The course covers a review of relevant normal structure and function of human organ systems followed by a study of pathophysiological mechanisms that underlie diseases related to that system. Topics covered include skin, HEENT, cardiovascular, pulmonary, gastrointestinal, renal, male reproductive and lower urinary tract disorders, and bone and mineral disorders. Topics will be covered in coordination with the clinical pharmacology and clinical medicine series.. Pre-req: PA-501.

511. PATHOPHYSIOLOGY OF DISEASE-II – 2 term units

This is the second course in a two-part series providing a continuing introduction to the pathophysiology of disease. The course covers a review of relevant normal structure and function of human organ systems followed by a study of pathophysiological mechanisms that underlie diseases related to that system. Topics covered include nervous system, endocrine, immunologic and rheumatologic diseases, hematology, infectious disease and neoplasia. Students will become familiar with the pathogenesis, pathology, and clinical manifestations of disease as organized by system. Pre-req: PA-502, PA-510.

512. PA PROFESSIONAL ISSUES-I – 1 term unit

This is the first course of a two-part series designed to acquaint students with the history, development, and current status of the PA profession. Topics include the evolution of the PA profession, current and expected future practice trends, the PA's role as part of the health care team, patterns of health care delivery, and political and legal factors that affect PA

practice. Types of health care systems, billing, and patient privacy issues are also presented. In addition, standards of ethical behavior, professional responsibilities, and the importance of membership in professional organizations are emphasized.

516. CLINICAL LAB SCIENCE – 2 term units

This course covers the clinical considerations for laboratory tests based on patient presentation and clinical findings. Indications for ordering the specific test, interpretation of lab results, and correlation with disease processes are covered. Topics include hematology/oncology, urinalysis, and chemistry. An emphasis is placed on interpretation and clinical significance of commonly ordered laboratory tests. The course incorporates both observation and performance of selected laboratory testing procedures applicable to a primary care setting. This includes techniques for the collection and performance of wet preps, gram stain, urinalysis – routine and microscopic, KOH prep, normal saline prep, and blood specimen.

518. BEHAVIORAL MEDICINE – 2 term units

This course is designed to provide an overview of the field of behavioral medicine appropriate to a PA. The student will be able to relate the etiology, epidemiology, clinical presentation, diagnostic features, prognosis, appropriate differential diagnosis, screening, prevention, acute, chronic and end-of-life (as appropriate) treatment plans, and referral in relation to behavioral medicine patients and their associated disorders. This course will also cover rehabilitation, adherence to treatment plans, behavior modification, basics of counseling, culturally competent care, human sexuality, as well as the response to stress and illness.

519. HEALTH PROMOTION AND DISEASE PREVENTION – 2 term unit

The course enables students to have an appreciation of the public health system and the role of healthcare providers in the prevention of disease and maintenance of population health. Public health topics will include disease surveillance and reporting as well as intervention and the factors that influence health disparities. This course also covers selected topics dealing with preventive medicine, with particular attention to efficacy of prevention, diagnostic screening tools, lifestyle modifications, barriers to preventive care and improving the delivery of prevent clinical services. Emphasis is placed on Healthy People 2020 and the USPSTF guidelines.

520. PRINCIPLES OF PHYSICAL DIAGNOSIS-I – 3 term units

Physical Diagnosis-I is the first course in a three-part series, and it is designed to introduce the Physician Assistant student to the knowledge, skills, and ability to conduct a comprehensive medical interview, to interact appropriately with patients, and to perform the appropriate organ system physical examination. Topics include critical thinking and differential diagnosis, interviewing techniques, examination techniques, equipment use, patient responses, the culturally diverse patient, obtaining the patient history, documentation of information using the SOAP format, and the use of medical terminology. The skin, head and neck, eyes, ears, nose, sinuses, oral cavity, chest & lungs, and nutritional assessment are also covered in this course. The format include lectures, written assignments, case presentation, student presentation, role playing, vignettes, reflection papers, and labs.

521. PRINCIPLES OF PHYSICAL DIAGNOSIS-II – 3 term units

Physical Diagnosis-II is the second course in a three-part series that is designed to further acquaint the Physician Assistant student with current methods used in evaluating and diagnosing medical conditions in the general population. It presents information in a lecture format, which is followed by a guided practical lab, a practice session, and then testing of the material covered. Methods utilized will include interviewing techniques, proper use of equipment, history taking, note writing, performing examinations, and correlating signs and symptoms with disease processes. Topics covered in this section include the heart, the peripheral vascular system, the abdomen, the acutely ill patient, the male genitalia, and patient write-up. During this course, the student will also perform clinical skills check-offs. Pre-req: PA-501, PA-520.

522. PRINCIPLES OF PHYSICAL DIAGNOSIS-III – 3 term units

Physical Diagnosis-III is the final course in a three-part series. It is designed to further acquaint the Physician Assistant student with current methods used in evaluating and diagnosing medical conditions in the general population. It presents information in a lecture format, which is followed by a guided practical lab, a practice session, and then testing of the material covered. Methods utilized will include interviewing techniques, proper use of equipment, history taking, note writing, performing examinations, OSCEs, and correlating signs and symptoms with disease processes. Systems covered in this section include the male genitalia, breast, female genitalia, the pregnant female, the musculoskeletal system, and the nervous system. Consideration of special populations such as the pediatric and the geriatric patient will also be covered. A focused discussion/reflection on approaches to health and wellness in the early 20th century will also be covered. The practical culmination will be the performance of a comprehensive physical examination. Pre- requisite: PA-502, PA-521.

526. CLINICAL PHARMACOLOGY-I – 2 term units

This is the first course in a two-part series which must be taken sequentially. The essentials of pharmacotherapeutics, pharmacodynamics and applicable biomechanisms will be applied to the care and treatment of pediatric, adult and geriatric patients. Specific therapeutic regimens will be reviewed from a systems approach in coordination with the clinical medicine series. Topics include general pharmacologic principles, bacterial, eukaryotic and viral infections, cardiovascular, peripheral neuropharmacology, and autocoids/anti-ulcer/anti-inflammatory medications. The course will utilize case studies to develop critical thinking in considering treatments guidelines and indications and contraindications of medications. Application of concepts will be demonstrated through case presentations. Pre-requisite: PA-501, PA-516, PA-538.

527. CLINICAL PHARMACOLOGY-II – 2 term units

This is the second course in a two-course series which must be taken sequentially. It offers continued study of the essentials of pharmacology as applied to the care and treatment of pediatric, adult and geriatric patients. Topics covered include vitamins, toxins, neoplasia, central nervous system, endocrine, and pain medication and abuse. The course utilizes case studies to develop critical thinking in considering treatment guidelines and indications and contraindications of medications. Application of concepts will be demonstrated through case presentations. Pre-req: PA-502, PA-510, PA-526.

528. CLINICAL MEDICINE-I – 3 term units

This is the first course in a fourpart series. It provides a study of common medical and surgical disorders encountered in general adult medicine. Topics include typical clinical presentation, etiology, pathophysiology, diagnostic work-up, and management of these disorders. A correlational approach will be used, with interaction with physical diagnosis, pharmacology, and clinical diagnostics. Lessons will be presented according to systems. The format includes formal lectures, discussions, and presentations. Systems covered include the skin, head, eyes, ears, nose, throat, heart, and lungs. Pre-requisite: PA-501, PA-516, PA-520, PA-538.

529. CLINICAL MEDICINE-II – 4 term units

This is the second course in a four-part series introducing the student to a study of common medical and surgical disorders encountered in general adult medicine. The course content includes typical clinical presentation, etiology, pathophysiology, diagnostic work-up and management of these disorders. A correlational approach will be used with interaction with physical diagnosis, pharmacology, and clinical diagnostics. Lessons will be presented by systems. The course format includes formal lectures, discussions, and presentations. Systems covered include the gastrointestinal, musculoskeletal, renal, and endocrine. Nutrition, infectious disease, and rheumatology are also covered. Pre-requisite: PA-502, PA-510, PA-521, PA-526, PA-528.

530. CLINICAL MEDICINE-III – 4 term units

This is the third course in a four-part series, exposing the student to the study of common medical and surgical disorders encountered in general medicine. Course content includes typical clinical presentation, etiology, pathophysiology, diagnostic work-up, formulation of treatment plan and referral. This course will also explore health in rural population and the special characteristics of providing care in this setting. Topics covered will include male genitourinary, sexually transmitted diseases, neurology, oncology/hematology and coagulation disorders, family violence and abuse, rehabilitation medicine, end-of-life issues, pain management, emergency medicine, and rural medicine.

531. CLINICAL MEDICINE-IV – 3 term units

This course is designed to orient Physician Assistant students to common medical and surgical disorders with emphasis on primary care concepts in the pediatric and adolescent populations. Students will review pertinent anatomic and pathophysiologic aspect of disease conditions, clinical presentation, physical findings, diagnostic work-up, diagnosis, formulation of treatment plans, and referral. Students will also develop strategies for enhancing patient education and compliance, taking into consideration the socioeconomic and cultural aspects of health care.

532. CLINICAL GENETICS – 1 term unit

This course is designated to provide an overview of the fields of genetics appropriate to a PA. It will focus on the basic principles of heredity and the process that lead to genetic variation in humans. Through select genetic disorders, the student will become aware of genetic cases, genetic testing, clinical manifestations of genetic disease, as well as physical, psychology and social impacts of these disorders on patients.

535. WOMEN'S HEALTH – 2 term units

This course exposes students to common problems encountered in caring for women. Students will review pertinent anatomic and pathophysiologic aspects of disease conditions, clinical presentation, physical findings, diagnostic work-up, diagnosis, formulation of treatment plans, and referrals. Students will also develop strategies for enhancing patient

education and compliance, taking into consideration the socioeconomic and cultural aspects of health care. Topics include pregnancy, fetal medicine, dysmenorrhea, isoimmunization, diabetes and hypertension in pregnancy, complications of pregnancy, labor and delivery, post-partum issues, sexually transmitted diseases, menstrual-endocrine abnormalities, reproductive life extremes, fertility regulation, disorders of pelvic support, ovarian, endometrial, cervical and vulvar neoplasia, and cancer.

536. CLINICAL SKILLS-I – 2 term units

This is the first of a two-part lecture and lab sequence providing a practical approach to management of medical and surgical conditions. This course introduces students to the basic skills and knowledge needed to evaluate and treat common illnesses and injuries. Lectures are followed by practical applications in guided lab sessions. Topics include prescription writing, aseptic techniques, gowning, gloving, venipuncture, IV therapy, casting, splinting, and dermatological procedures using oral/case presentations.

537. CLINICAL SKILLS-II – 2 term units

This is the second of a two-part lecture and lab sequence providing a practical approach to the management of medical and surgical conditions. Topics include radiology, lung and heart sounds, bladder catheterization, nasogastric tube placement, joint access, steroid therapy, anesthesia techniques, BLS, ACLS, and miscellaneous urgent care/primary care procedures. Lectures are followed by practical applications in guided lab sessions. In addition, students will take a PACKRAT and an OSCE exam. Pre-req: PA-536.

538. MEDICAL MICROBIOLOGY – 2 term units

The student will discuss the mechanisms of microbial pathogenicity and common organisms associated with specific infectious diseases. Students will cover basic structure and physiology, pathogenicity, bacterial growth, virulence factors and basic epidemiology. Organisms covered include bacteria, fungi, parasites, mycoplasmas, rickettsias, chlamydias, spirochetes, vibrios, and viruses. Upon completion of the course students will become familiar with important microorganisms and their roles in infectious diseases in preparation for advanced coursework in pharmacology, pathophysiology, and clinical medicine.

549. PA PROFESSIONAL ISSUES-II – 1 term unit

This course is presented as the second of a two-part series of professional issues and will prepare students for transition from the role of student to medical practitioner. Employment considerations and professional liability are included in this section. This section also includes patient safety, risk management, inter professional relationships, resume writing, job search, interviewing strategies, contract negotiation, certification, state licensure, networking, state practice requirements, credentialing, privileging, DEA certification, and supervisory agreement.

Clinical

The clinical phase of the program is 12 months long and consists of clinical clerkships under the supervision of a clinical preceptor. During this phase, students' knowledge and practical skills attained during the didactic phase, is utilized through interaction with clinical faculty and staff. In addition, it provides students opportunities to refine and develop new knowledge and skills. This phase consists of nine clerkships lasting five (5) weeks, for a total of 45 semester units. The clinical clerkships are listed below.

508. ELECTIVE-II (5 weeks) – 5 term units

This five-week clerkship is another opportunity for students to gain additional or new clinical experience. During this rotation students may choose to return to a previous rotation or pursue studies in another area of clinical interest. Students work under the supervision of a licensed clinical preceptor and undergo an end of rotation evaluation. Hours: 40 plus hours per week.

570. FAMILY MEDICINE (5 weeks) – 5 term units

This five-week outpatient clerkship reinforces primary care knowledge and concepts taught during the didactic phase of the program through practical applications. Working as part of a health care team, students are expected to assimilate and correlate patient history, physical findings, and diagnostic studies to make diagnoses and formulate treatment plans. Students will be exposed to a broad range of medical conditions seen in the pediatrics to geriatrics population. This includes patients in long term care. Activities include patient examination, pharmacotherapeutics, treatment modalities, follow-up evaluation, case presentations and documentation. Students work under the supervision of a licensed clinical preceptor and undergo an end of rotation evaluation. Hours: 40 plus per week.

571. INTERNAL MEDICINE (5 weeks) – 5 term units

This five-week clerkship allows students to demonstrate knowledge, clinical examination techniques, and other learned competencies in the inpatient and outpatient settings. Students correlate pathophysiology, clinical signs and symptoms,

and diagnostic studies to make assessments and formulate treatment plans. Students also participate in follow-up evaluations. The rotation covers patients along the continuum of life from young adult to geriatrics, including long term care. Activities included patient examination, pharmacotherapeutics, treatment modalities, follow-up evaluations, case presentations and documentation. Students work under the supervision of a licensed clinical preceptor and undergo an end of rotation evaluation. Hours: 40 plus per week.

572. EMERGENCY MEDICINE (5 weeks) – 5 term units

This five-week clerkship allows students to demonstrate knowledge, clinical examination techniques, and other learned competencies in the urgent and emergent settings. Students correlate pathophysiology, clinical signs and symptoms, and diagnostic studies to make assessments and formulate treatment plans. The rotation covers patients along the continuum of life spectrum. Activities include patient examination, pharmacotherapeutics, other treatment modalities, follow-up evaluation, case presentation and documentation. Conditions include cardiac, respiratory, trauma, and other life-threatening conditions. Procedures include reduction techniques, suturing, aspirations, IV placements, splinting, and minor surgical procedures. Students will also interact with members of the surgical and medicine teams. Students learn when and how to make proper referrals, interpret laboratory and radiological studies, formulate treatment plans, discharge, refer, and admit patients. Students work under the supervision of a licensed clinical preceptor and undergo an end of rotation evaluation. Hours: 40 plus per week.

573. PEDIATRIC AND ADOLESCENT MEDICINE (5 weeks) – 5 term units

This five-week clerkship exposes students to patients in the pediatric and adolescent age groups. Students use knowledge, examination techniques, diagnostic studies, and current treatment modalities to diagnose and treat medical conditions commonly found in this patient population. Students also learn how to perform common pediatric treatment procedures in the inpatient and outpatient settings. Students will learn to recognize developmental milestones and life-threatening conditions. Students are also expected to perform drug dosage calculations, provide immunizations, and perform well-child and school physicals. Students will also provide health promotion and disease prevention education. Students work under the supervision of a licensed clinical preceptor and undergo an end of rotation evaluation. Hours: 40 plus hours per week.

574. WOMEN'S HEALTH (5 weeks) – 5 term units

This five-week rotation provides students with the opportunity to apply the principles of pathophysiology, physical diagnosis, clinical lab diagnostics, and therapeutics in treating women from adolescence through their later years in both the inpatient and outpatient settings. Students are expected to become proficient in performing pelvic examinations, saline-preps, KOH preps, specimen collection, and some minor surgical procedures (abscess incision and drainage). Students will evaluate, diagnose, and treat women with conditions such as menstrual irregularities, sexually transmitted diseases, breast conditions, genitourinary symptoms, and neoplasia/cancer of the reproductive tract. In addition, students will be involved in providing prenatal care, preventive education and health promotion related to issues in women's health. Instruction in family planning will also be provided. Students work under the supervision of a licensed clinical preceptor and undergo an end of rotation evaluation. Hours: 40 plus hours per week.

575. GENERAL SURGERY (5 weeks) – 5 term units

This five-week rotation provides students with the opportunity to learn about general and specific principles of treating surgical patients in both the inpatient and outpatient settings. Students will learn how to evaluate, diagnose, manage, and refer patients presenting with surgical conditions. Students will perform pre-operative work-ups and post-operative care for patients. In addition, students will assist in the operating room as part of a surgical team. Mastery of aseptic techniques, gowning, gloving, instrumentation, suturing, and first and /or second assisting will be expected. The rotation will cover surgical conditions across the spectrum of body systems. Late evenings and weekend calls may be scheduled. Students work under the supervision of a licensed clinical preceptor and undergo an end of rotation evaluation. Hours: 40 plus hours per week.

576. BEHAVIORAL MEDICINE/PsYCHIATRY (5 weeks) – 5 term units

This five-week clerkship exposes students to patients with emotional and psychiatric conditions. Students will reinforce concepts of psychopathology, psychotherapeutics, and patient interviewing techniques to obtain patient histories, make diagnoses, and formulate treatment plans. Students are expected to develop skills to manage patients' response to psychiatric illness. The experience includes interaction along the lifespan in both the inpatient and outpatient settings. Students work under the supervision of a licensed clinical preceptor and undergo an end of rotation evaluation. Hours: 40 plus hours per week.

577. ELECTIVE-I (5 weeks) – 5 term units

This five-week clerkship is an opportunity for students to gain additional or new clinical experience. During this rotation students may choose to return to a previous rotation or pursue studies in another area of clinical interest. Students work

under the supervision of a licensed clinical preceptor and undergo an end of rotation evaluation. Hours: 40 plus hours per week.

READING (READ)

512. ADVANCED LITERACY ASSESSMENT– 3 hrs.

This course is a study of formal and informal assessments used by reading specialists as part of literacy and reading intervention programs. Candidates will administer and score norm-referenced standardized assessments and informal reading assessments. Candidates will create detailed narrative assessment reports with qualitative and quantitative analysis of collected data. Special emphasis will be placed on the comparison of available assessment instruments and the development of literacy intervention plans. Candidates will also plan for instruction of deficits in working memory, attention, executive function, and processing speed.

562. FOUNDATIONS OF STRUCTURED LITERACY – 3 hrs.

This course provides the theoretical and historical perspective of language-based learning differences and dyslexia in the content of literacy programs involving reading, writing, spelling and handwriting. Within this framework, the neurological basis of oral and written difficulties will be given particular emphasis. Candidates will examine the research of instructional evidence-based methods and practices in accordance with the International Literacy Association, International Dyslexia Association, and the implementation of assistive technology in literacy instruction.

563. MULTISENSORY TEACHING METHODS – 3 hrs.

This course is designed to provide multisensory instruction and techniques of the Orton-Gillingham diagnostic and prescriptive approach for teaching basic language skills. Teachers will learn explicitly and directly the research-based procedures that will strengthen the skills needed in order to create new pathways for learning. The goal of this class is to provide pre-service and in-service teachers the tools and instructional methods needed to teach students with reading and spelling difficulties that are characteristics of dyslexia. Pre-req: READ 562.

564. STRUCTURED LITERACY PRACTICUM– 3 hrs.

This course is an in-depth application of research-validated multi-sensory literacy practices in an approved clinical setting. Candidates will focus on the pre-post and formative assessment of an individual child. Candidates will design and teach literacy content directly, explicitly, and systematically through specific multi-sensory principles of instruction. Pre-req: READ 565

565. ADVANCED METHODS OF MULTISENSORY INSTRUCTION – 3 hrs.

This course provides candidate's advanced-level language and literacy skills. Teachers will gain a conceptual and practical understanding of language origin, usage (syntax/semantics) and content (pragmatics) in order to expand techniques and practices when teaching reading, spelling and writing. Candidates will build upon their previous knowledge and their practicum experience to identify interventions and appropriate lesson accommodations for more difficult and challenging case studies. Candidates will study specific strategies for improving vocabulary, comprehension, and writing skills at the advanced level. Pre-req: READ 563

575. ADVANCED LITERACY INSTRUCTION – 3 hrs.

This course emphasizes the developmental writing process, written versus text comprehension, and multi-sensory instructional practices in teaching writing. As part of this process, candidates will examine the necessary scaffolding for teaching grammar and handwriting to children. This course will also include levels of comprehension, specific comprehension strategies, and direct and indirect (contextual) methods of vocabulary instruction. Various genres of literature and expository text will be used to examine literal, inferential, and evaluative comprehension strategies. As part of this course, candidates will plan and coordinate professional development related to literacy.

578. SPECIAL TOPICS IN READING – 1-3 hrs.

This is a graduate level course that provides for the study of advanced topics in Professional Education.

579. SPECIAL PROBLEMS IN READING – 1-3 hrs.

This is a graduate level course that provides for the study of advanced topics in Professional Education.

SPECIAL EDUCATION (SPED)

501. AUTISM I: CHARACTERISTICS OF AUTISM – 3 hrs.

This course is the advanced study of the identification and characteristics of autism spectrum disorder with particular emphasis on the unique features of the varying levels of autism, communication deficits, screening instruments, and

diagnostic tools and practices. As part of this course, students will critique changes to the DSM-V, prevalence rates, and implications of research into causes, and treatments. Appropriate classroom modification and accommodations will be emphasized, as will sensory-based processing disorder and other related medical and educational services for children and adolescents with autism spectrum disorder.

502. AUTISM II: AUTISM ASSESSMENTS AND INTERVENTIONS – 3 hrs.

This course is an advanced study of the instructional and behavioral interventions appropriate for children diagnosed on the autism spectrum. Particular emphasis will be on the Applied Behavior Analysis (ABA) approach using a discrete trial format for classroom-based instruction. Students will examine other instructional-based practices using TEACCH, Relationship-Based Intervention, PECS, and PRT. Student will complete a 25-hour field-based experience working with children with autism spectrum disorder. Pre-req: SPED 501.

510. INTRODUCTION TO INSTRUCTIONAL PRACTICES FOR THE EXCEPTIONAL CHILD - 3 hrs.

This graduate level course is intended to provide classroom teachers with the basic principles of classroom organization, instruction, evaluation, and behavioral management and to provide specific details associated with instructional interventions in a variety of academic and skill development areas.

520. COLLABORATIVE TEACHING – 3 hrs.

This course provides research and application of collaborative strategies to ensure effective teaching for students with special needs. Emphasis is placed on collaboration with school personnel, family, community, and other service providers. Strategies for communication, consultation, and coteaching along with compliance with individualized education plans are addressed. Includes a clinical component.

532. HISTORICAL PERSPECTIVES AND CASE LAW IN SPECIAL EDUCATION - 3 hrs.

Students will engage in review current case law, updated special education policy, implications of NCLB on IDEA, and the differences between IDEA and ADA for students with disabilities in early childhood, elementary, secondary, and post-secondary settings.

541. CHARACTERISTICS OF STUDENTS WITH HIGH INCIDENCE DISABILITIES – 3 hrs.

This course provides advanced study of foundations of special education and the characteristics and diagnosis of students with high incidence disabilities. Emphasis is placed on federal legislations, etiology, historical, legal, social, educational, vocational, and familial impact of the disability.

544. ART, DISABILITY AND THERAPY - 3 hrs.

This course provides an overview of art therapy theory, assessments and techniques addressing student needs with physical, cognitive, medical, and mental disabilities. Students will study the history and development of art therapy and its applications. The course is designed to be multi-modal in its literary and ethical exposure. It will further include explorations of the therapeutic aspects and concerns in art therapy for the child with disabilities.

548. ADVANCED ASSESSMENT AND INSTRUCTION FOR STUDENTS WITH EMOTIONAL BEHAVIORAL DISORDERS- 3 hrs.

The course provides the advanced study of classroom teaching strategies, curriculum design, and assessment techniques for students with emotional behavioral disabilities and their behavioral needs. Emphasis is placed on the development of individualized educational plans, behavioral intervention plans, choosing appropriate behavioral objectives, and behavioral interventions. Includes a clinical component. Pre-req: SPED 541, SPED 551, and EDUC 512.

549. COLLABORATIVE LEARNING AND PEER TUTORING IN THE INCLUSIVE CLASSROOM - 3 hrs.

This course provides research and techniques in the use of collaborative learning, peer assisted learning strategies, and peer tutoring. Students will analyze methods of supporting general education teachers in the use of collaborative learning and peer tutoring to support students with disabilities in inclusive classrooms and develop specific plans for classroom implementation to promote student learning.

551. POLICIES, PROCEDURES, AND CURRENT ISSUES OF SPED – 3 hrs.

This course provides an advanced analysis of the historical foundations, federal legislation, educational practices, and current issues related to special education policies and procedures. Students will analyze historical and philosophical perspectives of special education, development and implementation of individualized education plans and transition plans, and current issues related to special education.

552. ADVANCED ASSESSMENT & INSTRUCTION FOR STUDENTS WITH INTELLECTUAL DISABILITIES – 3 hrs.

This course provides the advanced study of classroom teaching strategies, curriculum design, and assessment techniques for students with intellectual disabilities and their vocational, transitional, and adaptive needs. Emphasis is placed on the development of individualized educational plans and corresponding strategies and activities. Includes a clinical component. Pre-req: SPED 541, 551, and EDUC 512.

553. INTRODUCTION TO STUDENT WHO IS GIFTED

This course is an advanced study of the characteristics, techniques, and knowledge designed to assist the teacher to work effectively to meet the needs of the gifted learner in today's school. Innovative programs will be studied and research will be analyzed to develop competency in teaching the gifted and talented. Students will study curricular theories and research related to best practices in differentiated program and teaching practices. They will apply skills to differentiate curriculum, related to content, method of presentation, process, products, and environment for students who are gifted and talented.

554. EDUCATION AND CURRICULUM FOR GIFTED

This course provides a comprehensive examination of curricular models currently in use with students who are gifted and talented. Students taking the courses will learn how to apply these curricular theories in their development of differentiated program and teaching practices. They will develop skills in differentiation of curriculum as to content, method of presentation, process, products, and environment. This course will also cover the West Virginia regulations pertaining to the development of Individual Education Plans and discuss how this impacts curriculum. Innovative program will be studied and research will be analyzed to develop competency developing programs for student who are gifted and talented.

555. ADVANCED ASSESSMENT AND INSTRUCTION FOR STUDENTS WITH LEARNING DISABILITIES – 3 hrs.

The course provides the advanced study of classroom teaching strategies, curriculum designs, and assessment techniques for students with learning disabilities and their academic needs. Emphasis is placed on the development of individualized educational plans and corresponding strategies and activities. Includes a clinical component. Pre-req: SPED 541, 551 and EDUC 512.

560. CLOSING THE RESEARCH TO PRACTICE GAP - 3 hrs.

Special education theory and evidence-based practices in special education teach preparation and research will be identified and discussed. Students will develop strategies and professional development instruction for helping special education teachers implement these theories and practices more freely in the classroom setting in order to improve student learning outcomes. Pre-req: Permission of the program director.

561. DIFFERENTIATED MATH METHODS & MATERIALS – 3 hrs.

This course provides an overview of mathematical curriculum, instruction and intervention models, assessment methods, and adapted materials for students struggling in math or diagnosed with high incidence disabilities.

562. DYSLEXIA AND ORTON-GILLINGHAM TECHNIQUES - 3 hrs.

This course provides an understanding of dyslexia and working knowledge of the Orton-Gillingham approach to teaching reading. Students will identify and study the characteristics, causes, assessment methods, and research related to dyslexia. Orton-Gillingham is a phonetically based, sequential, structured, and multisensory approach effective in the remediation of reading, spelling, and writing of students with dyslexia. Students will analyze research related to effective instruction for students with dyslexia and will be provided with an overview of teaching an individual with dyslexia using the Orton-Gillingham approach. Students are required to complete 8 hours of observation in an approved Orton-Gillingham classroom or after-school setting. Cross-listed with READ 562 – cannot get credit for both courses.

564. PRACTICUM

This course is an accreditation requirement for those individuals seeing WV State special education certification through West Liberty University. Students will complete an intensive forty-hour practicum experience working in school-based public school placement with student with varying disabilities. The disability types are reflective of multi-categorical certification across various grade levels.

566. APPLIED BEHAVIOR ANALYSIS AND POSITIVE BEHAVIOR SUPPORTS - 3 hrs.

This course provides an extensive overview and analysis of the terminology, theoretical underpinnings, and practical applications of Applied Behavior Analysis and School Wide Positive Behavior Support (SWPBS) systems in the general and special education environment. Particular emphasis is given to the design of ABA programs in the treatment of children with autism and related disorders.

574. ASSISTIVE TECHNOLOGY EVAL. & IMPLEMENTATION - 3 hrs.

This course is designed to review current research and practice in assistive technology, examine techniques for conducting multidisciplinary AT evaluations, select appropriate AT supports, develop individual accommodations using high and low technology devices and implement training to support classroom teachers in the use of AT devices. Candidates will implement techniques in a field setting.

575. TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES – 3 hrs.

This course provides a theoretical framework, research, and practical techniques associated with transition for students with disabilities from adolescence through early adulthood. Emphasis is placed on transition services, national and state laws governing the transition process, transition assessments, instructional strategies for transition, school and community based resources, and transition to employment, postsecondary education, and in the community.

577. RESPONSE TO INTERVENTION - 3 hrs.

This course provides theoretical frameworks and research on the development of the Response to Intervention (RTI) framework for implementation with reading, mathematics, and behavior issues. Students will research and analyze current practices for universal screening, research-based interventions, progress monitoring, fidelity of implementation, and develop plans to support effective implementation for positive student change.

578. SPECIAL TOPICS IN SPECIAL EDUCATION – 1-3 hrs.

This is a graduate level course that provides for the study of advanced topics in Professional Education.

579. SPECIAL PROBLEMS IN SPECIAL EDUCATION– 1-3 hrs.

This is a graduate level course that provides for the study of advanced topic in Professional Education.

580. STUDENT TEACHING

This course is a student teaching experience for student seeking WV State special education certification through West Liberty University. Student will complete a four-week student teaching placement working in a school-based public school setting with children or adolescents with varying disabilities. A licensed teach will supervise student in the student teaching placement and conduct weekly evaluations of performance.

SPORT LEADERSHIP AND COACHING (SLC)

500. FOUNDATIONS OF COACHING – 3 hrs.

Synthesizes material covering the numerous responsibilities of coaches and presents method of effective coaching at the youth, interscholastic, intercollegiate, and professional levels. General topics covered include developing a coaching philosophy, self and program evaluation, professional accountability, communication skills, management techniques, and practice planning.

520. ATHLETIC ADMINISTRATION – 3 hrs.

Principles of planning, administration, and the conduction of an athletic program. Topics include budgeting, scheduling, and facilities management.

530. PSYCHOSOCIOLOGY OF SPORT – 3 hrs.

The exploration of how psychological and sociological factors and theories impact involvement, enjoyment, and performance in sports.

540. CONDITIONING PRINCIPLES - 3 hrs.

The application of conditioning principles and theories for specific sports. Instruction provides the background for development of pre-season, in-season and off-season conditioning programs for athletes at all ages.

550. INJURY PREVENTION AND SAFETY - 3 hrs.

A presentation of factors contributing to sports injury prevention. Also included is an introduction to basic care and treatment of athletic injuries and first aid treatment procedures including asthma attacks, anaphylactic shock, and insulin shock.

560. PHILOSOPHY OF SPORT – 3 hrs.

A philosophical investigation into the nature of sport and competition, with particular focus on the development of an individual coaching philosophy. General topics covered include theories of sport, sportsmanship, cheating, and social issues.

578. SPECIAL TOPICS IN SPORTS LEADERSHIP AND COACHING – 1-3 hrs.

This is a graduate level course that provides for the study of advanced topic in Professional Education.

GRADUATE FACULTY

BARONAK, WILLIAM, Associate Professor of Education. B.S., Clarion University, 1995; M.A., Point Park College, 2000; Ed.D., West Virginia University, 2011. (2001)

BELL, KEITH, Associate Professor of Criminal Justice, B.A, Wheeling Jesuit University, 2000; M.S., Marshall University 2002; Ph.D., Indiana University of Pennsylvania, 2008. (2011)

BRAMMER, SARAH, Assistant Professor Physician Assistant Studies, MSPAS, PA-C. B.S., West Liberty University, 2007; West Liberty University, MS in Physician Assistant Studies, 2014. (2016)

CHASE, GREGORY, Interim Dean and Associate Professor of Economics and Finance. B.B.A., Eastern Michigan University, 1984; M.B.A., University of Central Florida, 1990; Ph.D., Kent State University, 2001. (2013)

CHILDERS, JENNIFER, Assistant Professor of Physician Assistant Studies. B.S., Alderson-Broaddus College, 1992; B.S., Alderson-Broaddus College, 1999; M.S., Alderson-Broaddus, 2006. (2014)

CHILDERS, WILLIAM, Assistant Professor of Physician Assistant Studies and Program Director. B.S., Alderson-Broaddus College, 1991; M.S., Alderson-Broaddus College, 1994; Ed.D., West Virginia University, 2010. (2014)

DIANDRETH-ELKINS, LEANN, Associate Professor of Education. B.S., Indiana University of Pennsylvania, 1988; M.A., Indiana University of Pennsylvania, 1990; M.Ed., Texas Tech University, 2003; Ed.D., Texas Tech University, 2008. (2013)

HORZEMPA, JOSEPH, Associate Professor of Biology. B.S., California University of Pennsylvania, 2000; M.S., California University of Pennsylvania, 2002; Ph.D., Duquesne University, 2006. (2011)

KETTLER, KAREN, Interim Dean and Associate Professor of Biology. B.S., Bloomsburg University, 1998; M.S., California University, 2002; Ed.D. West Virginia University, 2013. (2008)

KREISBERG, MELINDA, Professor of Biology. B.S., Mount Union College, 1988; Ph.D., University of Tennessee, 1994. (2002)

KREISBERG, ROBERT, Professor of Biology, College of Sciences. B.A., University of South Florida, 1982; M.S., University of Tennessee, Knoxville, 1988; Ph.D. University of Tennessee, Knoxville, 1993. (1997)

LOUGHMAN, ZACHARY, Associate Professor of Biology. B.S., West Liberty University, 2002; M.S., Marshall University, 2005; Ph.D., Indiana State University, 2011. (2008)

MEINTEL, KRISTIE, Clinical Instructor of Physician Assistant Studies. B.S., Alderson Broaddus College, 1996. (2016)

MICHAUD, THOMAS, Professor and Dean, School of Professional Studies, B.A., Fairfield University, 1974; M.A., Marquette University, 1976; Ph.D., Marquette University, 1982. (2009)

SCHMITT, DEANNA, Assistant Professor of Biology. B.S. Pennsylvania State University, 2005; Ph.D., University of Pittsburgh, 2012. (2012)

SEEBER, ROGER G., Professor of Biology. B.S., State University of New York, 1978; Ph.D., West Virginia University, 1989. (1991)

SHACKLEFORD, HOWARD, Associate Professor of Physician Assistant Studies and Medical Director of Physician Assistant Studies. B.S., West Liberty University, 1973; M.D., West Virginia University. (2011)

STAUFFER, TONDA, Assistant Professor of Physician Assistant Studies. B.S, Alderson Broaddus College, 1991; MSPAS, University of Nebraska, 2002. (2016)

VAN RIPER, IRENE, Assistant Professor of Education. B.S, Mills College of Education 1970; M.A, University of North Carolina, 1998; Ed.D., Widener University, 2010. (2017)

WETZEL, ROBERT, Assistant Professor of Physician Assistant Studies. B.S., Juniata College, 1985; MD, Drexel University, 1989. (2015)

WOOD, JAMES, Assistant Professor of Biology, BS, University of North Carolina Asheville, 2007; MS, Southern Illinois University, 2010; PhD University of Georgia, 2017. (2017)

ZDILLA, MATTHEW, Associate Professor of Biology & Physician Assistant Studies. B.S., University of Pittsburgh, 2003; D.C., New York Chiropractic College, 2006. (2009)

FACULTY TEACHING GRADUATE COURSES

CHEN, LIHUA, Assistant Professor of Management. B.S., University of Science and Technology of China, 2001; M.S., University of Science and Technology of China, 2006; Ph.D., Kent State University, 2011. (2011)

CROW, CRAIG, Associate Professor of Management. B.S., West Liberty University, 2002; M.S., West Virginia University, 2004; Ed.D, West Virginia University, 2011. (2009)

DOUGLAS, MIRIAM ROTH, Assistant Professor of Education and Program Coordinator of Community Education. B.A., University of Bamberg (Germany), 2004; M.A., West Virginia University, 2006; M.A., University of Bamberg (Germany), 2007; Ph.D., West Virginia University, 2011 (2012)

DONNELLY, CAMILLE, Adjunct Graduate Professor of Professional Studies, B.A., West Liberty State College, 1960; M.A., Michigan State University, 1974; Ph.D., Michigan State University, 1987 (2011).

DRISCOLL, LAWRENCE, B.A., University of Pittsburgh, 1977; M.A., University of Pittsburgh, 1985; Indiana University of Pennsylvania, Ph.D., 1990. (2015)

GREATHOUSE, WILLIAM (JOE), Assistant Professor of Biology, B.A., West Virginia University, 1998; M.S., West Virginia University, 1999; Ph.D., West Virginia University, 2015. (2015)

HANNA, DAVID, Associate Professor of Athletic Training, and Program Director of Athletic Training. B.S., West Liberty University, 1993; M.S., West Virginia University, 1996; D.P.T., Wheeling Jesuit University, 2007. (2012)

JESSE, GAYLE, Assistant Professor of Computer Information Systems. BS, Robert Morris University; MSBA, California University of Pennsylvania; D.Sc, Robert Morris University. (2017)

KARAS, LOURDES, Instructor. B.A., Allegheny College, 1978; M.Ed., University of Pittsburgh, 1984.

KOWCHECK, THERESA, Instructor of Reading. B.S., West Liberty University, 1991; M.A.Ed., West Liberty University, 2011; Orton-Gillingham International Certified Master Trainer, 2015; International Dyslexia Association Dyslexia Practitioner, 2017. (2015)

LEE, JAMES, Adjunct Graduate Professor of Professional Studies, B.A., West Liberty State College, 1972; M.S. (Counseling), University of Dayton, 1978; M.A. (Leadership Studies), Marshall University Graduate College, 1999 (2011).

MACE, ZACH, Adjunct Physician Assistant Program, B.S., University of Pittsburgh, 2011; M.A., University of Pittsburgh, 2015. (2017)

MASKEY, VISHAKHA, Associate Professor of Management. BS, Tribhuvan University; MS, University of Maine; PhD, West Virginia University; Postdoctoral Bridge to Business Certificate, Management and Marketing, Tulane University. (2008)

MONTEROSO, CATHERINE, Interim Dean and Associate Professor of Physical and Health Education. B.S., East Tennessee State University, 1990; M.Ed., Azusa Pacific University, 1994; Ed.D., Northcentral University, 2015 (2009)

PHILLIPS, BYRON, Adjunct Graduate Professor of Professional Studies, B.A., California University of Pennsylvania, 1971, B.A., University of Pittsburgh, 1973, M.A.T., University of Pittsburgh, 1973, M.B.A., University of Pittsburgh, 1990, D.Ed., University of Pittsburgh, 1978. (2012)

SWEENEY, SARA, Adjunct Graduate Professor, B.S., West Liberty University, 2006; M.Ed. American InterContinental University, 2007; graduate-study: Grand Canyon University, 2017. (2006)

TACKET, LARRY, Adjunct Graduate Professor of Professional Studies, BS, WVU, 1973; MS, WVU, 1975; MBA, Marshall University, 1980. (2014)

TURRENTINE, S. MICHAEL, Professor of Business Law. BS, Ohio University; JD, Duquesne University. (1999)

WEST, RICHARD, Associate Professor of Exercise Physiology. B.A., West Liberty University, 1997; M.S., West Virginia University, 2010; Doctoral studies in progress: West Virginia University. (2011)

YEATER, KRISTINE, B.A., Wheeling Jesuit University, 2005; J.D., Duquesne University School of Law, 2010. (2012)