PROFESSIONAL & GRADUATE STUDIES CATALOG
2016-2017
Wheeling Jesuit University
GUIDE FOR USING THE PROFESSIONAL & GRADUATE STUDIES CATALOG

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REV.2/2016
Accreditation

Wheeling Jesuit University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Other agencies accrediting or recognizing Wheeling Jesuit University include the A.M.A. Committee on Allied Health Education and Accreditation, Association of Collegiate Business Schools and Programs, Association of Governing Boards, Association of Jesuit Colleges and Universities, National Catholic Education Association, the Ohio Board of Regents, the West Virginia Board of Regents, Council of Graduate Schools, the Commission on Accreditation in Physical Therapy Education and the Commission on Collegiate Nursing Education.

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle St., Ste. 2400
Chicago, IL 60602
Phone: 800-621-7440

Commission on Collegiate Nursing Education (CCNE)
1 DuPont Circle NW, Suite 530
Washington, DC 20036-1120
Phone: 202-887-6791

Commission on Accreditation in Physical Therapy Education (CAPTE)
Department of Accreditation
American Physical Therapy Association
1111 North Fairfax Street
Alexandria, VA 22314
Phone: 800-999-2782, ext. 3245

Nondiscrimination Policy

Wheeling Jesuit University does not discriminate on the basis of race, creed, color, national origin, handicap, sex or marital status in the consideration of eligible students for admission, scholarships, awards and financial aid.

Adherence to Federal Guidelines

Wheeling Jesuit University adheres to guidelines as mandated by the federal government.

NOTICE to All Students and Potential Students

This catalog attempts to provide accurate and up-to-date information concerning admissions requirements, curriculum and the general rules and regulations of the University. You are hereby given notice that Wheeling Jesuit University reserves the right to unilaterally make changes, at any time, in admissions requirements, curriculum and the general rules and regulations of the University that it believes, in its sole discretion, to be in the best interest of the University and students. A change in curriculum could result in additional course work and requirements causing an increase in expenditure of both time and money required to obtain a desired certification or degree. Any changes will be included in the catalog of the following year but will be effective as of the date of implementation. The provisions of this catalog are not to be regarded as a contract between the student and Wheeling Jesuit University. By enrolling in the University, the student explicitly acknowledges and accepts the provisions provided in this NOTICE.
Educating for Life
The Jesuit traditions of educational excellence and service to others guide all the programs at Wheeling Jesuit University. By integrating learning, research, and economic development with classical knowledge and Christian revelation, the University seeks to foster competence, creativity, and innovation both throughout and beyond the campus community. Graduates of the University enter the world of work with socially responsible goals, a lifelong appetite for learning, and the desire to make our universe a better place.

Educating Men and Women for Others
In its faculty and students, its research, and its outreach, the University is national and international. Yet, as the only Catholic college in West Virginia, Wheeling Jesuit also values its distinctive mission to the immediate area, educating local men and women and returning them to enrich their own communities. Wheeling Jesuit University firmly believes its graduates will enter into the professional world, prepared to use their God-given talents not solely for personal fulfillment but as men and women in service to others.

Educating for Leadership
To model the Jesuit concern for regional and global neighbors, the University welcomes people of all creeds, races, and nationalities to share in the intelligent pursuit of excellence. The University promotes close student-faculty contacts and encourages students to develop their full potential for leadership. Through a grounding in the liberal arts and, above all, the example of Jesus Christ, the University endeavors to produce intelligent, moral leaders who will champion the Jesuit values of faith, peace and justice. Wheeling Jesuit envisions a dynamic leadership role for the University in the lives of its students and in the world at large.
Philosophy

The founder of Jesuit education began his university studies at 35, with no financial aid, attending four colleges over the course of nine years before earning his degree by examination. St. Ignatius of Loyola demonstrated his own commitment to quality education by walking from Barcelona to Paris, so that he could study at the best university of his time. He perceived clearly that personal development of one’s full potential is a necessary prelude to service and social change. In the Jesuit mission of today, higher education in all of its diversity still seeks one common goal: to embody the Creator’s love for humankind through self-improvement and service to others. With its spiritual foundation, its insistence on excellence and its capacity for adaptation, Jesuit education is committed to the student and to service to the community at large. Professional and graduate studies in Jesuit institutions share each of these characteristics in a distinctive way. Rooted in the Ignatian vision, it is an integral part of the humanistic tradition which boldly asserts that every human being is worthy of dignity and respect.

This educational vision brings together secular and moral leadership by espousing personal transformation. Moral leadership asserts itself when it is based upon clear thinking, communication skills, leadership training and ethical understanding. Today, this history and the Jesuit reputation for quality and prestige attracts thousands of busy adults and working professionals to Jesuit institutions. In the Ignatian spirit, the 28 Jesuit colleges and universities (see page 85 for list) currently serve nearly 50,000 adult students each year through both traditional and non-traditional programs.

Professional and graduate studies are marked by the diversity of people who seek educational opportunities. Its hallmarks are seen in the need to adapt programs to alternative times and develop strategies for achieving the learning goals people are seeking in this world so jarred by change and turmoil. Adults are seeking to improve career possibilities while enhancing personal and professional potentials. Their interests vary from very specific shortterm, non-credit career training and skill enhancement to wideranging, long-term academic degrees and certification. For some, a professional degree will be sought in the evenings that span a decade, while for others, an intensive workshop will open up a vista harboring opportunities and promise. No single path can satisfy the time constraints, career aspirations and personal needs of adult learners. They are as varied as the age, socio-economic status and ethnic background of the individuals involved. Adults challenge educators to respond with creativity, innovation and practicality: the exact demands called for in the Ignatian vision of education.

Education which is faithful to this vision remains open to the demands of diversity and works with individuals in their pursuit of excellence. Any academic discipline or any art of the practitioner that shares in this vision and allows for service to humanity is a legitimate endeavor within the Jesuit tradition. This vision and service were a part of the Jesuit tradition found in the early missionaries who poured out of Europe carrying the gospel to America and those fostering inculturation in Asia and elsewhere. The Americanization of the Jesuit mission in education exemplifies the Jesuits’ ability and desire to adapt to the culture within which they are working. The most current development in this ongoing Americanization process is demonstrated through the various colleges and divisions of continuing education: a movement necessitated by cultural needs and demands.

At the heart of the Jesuit vision and tradition is a love for individuals, a commitment to excellence and a care for addressing the needs of people everywhere. It is this vision and tradition which is embodied within the people and programs of continuing education on the Jesuit campuses throughout America.
Academic Resources

Faculty
A strong teaching faculty is the principal academic resource of Wheeling Jesuit University. All courses are taught by fulltime or adjunct faculty members with advanced degrees. Most senior faculty teach introductory as well as advanced seminars. While teaching is the primary concern of the faculty, the University encourages continuing education and research through a sabbatical program and faculty development funds. Faculty are able to update their own learning and bring new concepts and methods to their teaching roles; including increasing use of modern technologies.

Bishop Hodges Library
The WJU Library's facility provides ample space for group learning and quiet study. The library's extensive collection of print, multimedia, and electronic resources serve our campus community both on campus and via a distance.

The print book collection contains over 159,000 volumes. In addition, the library provides access to 83 scholarly electronic resources which provide indexes, abstracts, or full-text to newspapers, research journals and other publications. The library has over 124,000 eBooks many of which are downloadable. The library's multimedia collection provides access to 1,377 DVD's and over 79,000 streaming audio/visual items. The library maintains a collection of 219 current serial subscriptions, which is supplemented by a collection of over 122,000 microforms that provide access to archived periodicals. The library also has a Curriculum Resource Center with items professional education majors can use to supplement resources for their classroom teaching experiences.

The library has agreements with national and regional library consortia to provide access to materials not available at Bishop Hodges Library.

Professional librarians are available to provide students with assistance on the use of information resources. Assistance is available in person, phone, or email. The library's instruction librarian provides instruction at professor's request in the classroom on the use of library resources.

The library provides desktop and laptop computers for student use in the library. In addition, wireless access is available throughout the library. Also, copy machines, microform readers/printers, DVD/VCR player, hole punch, staplers, and paper cutters are available.

The library is available to meet the academic research needs of Wheeling Jesuit students. The library is open for an average of 87 hours per week during the Fall/Spring semesters with extended hours during finals weeks. However, the library's electronic resources are available 24/7 anywhere one has access to a computer. For more information on the library visit our web site at http://libguides.wju.edu/bhl

Information Technology Services
ITS computer labs are open to all Wheeling Jesuit University students. The computer labs are located in the Acker Science Center, Ignatius Hall, Kirby Hall and McHugh Hall. Students use ITS labs to complete computer related assignments, check email or to access the Internet. Some classes meet regularly in ITS labs for computer-assisted instruction. Students' accounts for WJU email and Blackboard are supplied by ITS. Students may also visit www.wju.edu/its to request residence hall network connections, find lab schedules for breaks or find other campus technology information. ITS employs WJU students each semester to assist in a variety of departmental needs.

Career Development Center
The mission of WJU’s Career Development Center is to provide progressive services and resources that help students and alumni prepare for and manage their careers, learn job-seeking skills, locate internship opportunities and find employment. The Center offers many programs, services, and resources to assist all students in their transition from college to post-graduation pursuits. Services offered include individual career counseling and assessment testing, on-campus recruiting and job fair opportunities, career planning presentations on various topics and interview preparation. A wealth of career, volunteer and graduate school information is available in the career library as well as on the Web site at www.wju.edu/careercenter. The Career Development Center is a member of the National Association of Colleges and Employers (NACE) and an active member of the Upper Ohio Valley Career Services Consortium. The Career Development Center is
open weekdays from 8:30 a.m. To 5 p.m. Appointments for individual assistance are recommended.

**Academic Resource Center (ARC)**

The Academic Resource Center or ARC, located on the ground floor of Ignatius Hall, is a place where students who want to succeed can find professional and caring staff who are willing to listen to their ideas and who provide effective strategies to tackle academic tasks. Assistance is available through one-on-one tutoring instruction, study groups, or instructional computer software. The academic support services at the ARC are available to all Wheeling Jesuit University students at no charge. However, the ARC can neither provide nor recommend academic peer tutors to anyone not currently enrolled in courses at Wheeling Jesuit University. The ARC serves as an extension of the classroom where learning continues in a collaborative environment.

The ARC encourages students to take responsibility for their own academic achievement and become successful, life-long learners.

Students may call the ARC at 304-243-4473 or stop in to set up an appointment with a writing tutor, math tutor, subject tutor, or individual professional staff member for assistance with study skills or time management. Tutors are scheduled for a variety of core courses on a regular basis throughout the academic year. Students are invited to explore the ARC computer lab, which includes Internet access, word processing programs, and self-paced instructional software. The ARC also offers a quiet, comfortable, and effective study environment for students.

In addition to on-site assistance, Wheeling Jesuit University, Professional and Graduate students can access writing tutorial services through e-mail. By visiting the ARC web page and clicking on the Distance Services link, students will find directions on how to submit a paper for review via e-mail.

Visit the Academic Resource Center on the Web at [www.wju.edu/arc](http://www.wju.edu/arc) to view the current schedule of operation.

**Disability Services**

Wheeling Jesuit University encourages faculty, staff and administration to assist students with disabilities in achieving academic success. The University offers students with documented disabilities reasonable accommodations on a case-by-case basis with confidentiality in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Students with special needs due to physical or learning disabilities should contact the Disability Services Director at 304-243-4484, located in the Center for Educational Technologies, CET Room 208.

In order to receive assistance, students must disclose their disability to the University, provide current (within three years) and comprehensive documentation concerning the nature and extent of the disability and communicate their specific needs to the Disability Services Director. Wheeling Jesuit University is committed to providing reasonable accommodations to students with disabilities; however, it is the responsibility of these students to seek out available assistance on campus and to utilize individualized adjustments. Students with disabilities that require specific housing accommodations must contact Student Development before June 1.
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Admission Procedures

Degree Students
Degree students are those who intend to pursue a baccalaureate degree in the Division of Professional and Graduate Studies at Wheeling Jesuit University. Candidates for admission to any of these programs (BLA, BOLD, RN/BSN, Second Degree Nursing BA/BS to BSN, BSHL) must submit:
1. an official application for admission;
2. one of the following:
   a) an official high school transcript; or
   b) GED certificate; or
   c) official transcripts of all previous college/university work from each institution attended (work at one institution must total at least 15 hours of earned credit or a high school transcript must be supplied in addition to the college transcript); or official copy of nursing school transcripts (if applicable).

To be accepted into a professional studies program, a student must be a high school graduate, have a GED equivalency or have successfully completed at least 15 hours of earned credit at an accredited college or university. Some of the degree programs have additional admission criteria which are explained on the following pages.

How To Apply
Persons interested in entering a program should contact the Division of Professional and Graduate Studies, 304-243-2359, or 800-873-7665, or e-mail adulted@wju.edu, and request an application or complete an online application. A completed application should be returned to this office. Arrangements should be made to have official transcripts of high school or college work sent to the Division of Professional and Graduate Studies.

Upon official acceptance into a degree program, students will receive notification of acceptance and, if applicable, the status of transfer credit.

Note: All adult students enrolling in classes will automatically be classified as non-degree unless they specifically request audit status or make formal application to a degree program.

Transfer Policies
Students transferring to an Professional bachelor’s programs at Wheeling Jesuit University should follow the admissions procedures. Upon acceptance to a degree program, transfer students will receive a summary of transfer courses which have been accepted and an evaluation of courses that remain to be earned at Wheeling Jesuit University.

I. General Regulations
A. Wheeling Jesuit University will accept for transfer credit courses in which a “C” (2.0) or better was earned, subject to the approval of the Division of Professional and Graduate Studies.

B. For those students who have earned an associate’s degree from a regionally accredited institution, the University will accept that associate’s degree (and all related credits) in total for transfer credit.

C. Credits can be transferred only from colleges accredited by one of the regional associations recognized by The department of education (e.g., North Central, Middle States, Southern States).

D. Wheeling Jesuit University accepts credits only. The computation of a student’s grade point average (GPA) will begin with courses taken at the University.

II. Graduation Requirements
To earn a degree in any of the Professional bachelor’s programs, transfer students must meet the following requirements:
1. earn a minimum of 120 semester hours of credit (including transfer credit);
2. complete the requirements of a specific major;
3. earn at least the last 30 hours of the degree at Wheeling Jesuit University;
4. achieve a cumulative GPA of 2.0 or better at Wheeling Jesuit University;
5. complete (or have transfer credit for) the degree program’s liberal arts core requirement;
6. complete a minimum of 18 hours in the major field at Wheeling Jesuit University.
III. Catalog Requirements

Transfer students are bound by the requirements stipulated in the catalog in effect during their first semester at the University. Any student transferring during a summer session will be guided by the catalog requirements of the following semester.

Readmitted Student. Students who were absent from the University for less than two calendar years may continue to follow the catalog requirements that were in effect when they first entered. Readmitted students who have been away from the University for two calendar years or more will follow the catalog requirements in effect during their first semester of course work after readmission to the University.

International Students

Wheeling Jesuit University welcomes applicants from foreign countries. General admissions requirements are as follows:

1. The applicant must have attained a grade point average (GPA) of 3.0 on a 4.0 scale and possess a high school diploma or its equivalent.

2. The candidate must have attained a score of 600 paper based, 250 computer based and 100 through the internet on the Test of English as a Foreign Language (TOEFL) or have studied English in the United States in an approved English language program for a period of six months and have received a TOEFL score of 600. Two letters of recommendation from the program are required.

3. International students failing to meet English proficiency requirements may opt to enroll in the English Language Institute at Wheeling Jesuit University, a center for intensive English training. Proficiency certification by this program meets the English language requirement for admissions.

4. Since the United States Department of Immigration and Naturalization requires international students to certify financial responsibility, certification of financial resources sufficient to cover college costs must be submitted by the appropriate financial institution. Tuition, room and board and required fees must be paid in full prior to registration and room assignment.

Armed Forces Credit

Some courses provided by the Armed Forces may be the equivalent of college courses, and transfer credit may be obtained by presenting a DD 214 form or Army/ACE Registry Transcript System form (AARTS). A Guide published by the American Council on Education is used to determine what credit might be granted. Blanket credit is not granted for military service.

Non-Degree Status

Persons who wish to take classes in the Division of Professional and Graduate Studies at Wheeling Jesuit University but who do not want to seek a degree or who are unsure of their interest in earning a degree, may do so by contacting the Division of Professional and Graduate Studies, 304-243-2359, or 800-873-7665. Non-degree students are not required to submit high school or college transcripts, however, they must file an application. Non-degree students must, after earning 12 semester hours at Wheeling Jesuit University, either apply for admission to a degree program or declare themselves permanently as non-degree students.

Audit Status

Audit students are those who are taking courses for interest or development of their own skills/interests and not with the intention of seeking a degree or earning credit. Audit students are not required to do course work or to take examinations but are expected to attend class regularly. No grade or college credit is given for courses audited. Once a student has registered for a class on an audit basis, he or she cannot, at a later date, request that the course be converted into credit. The student will be held by the declaration of audit through the completion of the course. Students who wish only to audit a course or courses need not apply for admission or submit transcripts.
To be eligible for graduation, students must fulfill the following:

1. complete the courses required in the core curriculum;
2. complete the requirements of the area of concentration;
3. complete a minimum of 40 courses (120 semester hours) at a minimum adjusted GPA of 2.0;
4. satisfy all financial obligations to the University;
5. complete assessment tests and interviews which may be required; and
6. submit an application for graduation within the prescribed time frame as announced by the Registrar’s Office.

Because of the requirements of some concentrations, a student may need more than 120 hours in order to graduate; each major must be examined individually for its particular requirements. **The last 30 semester hours required for a degree from Wheeling Jesuit University must be completed at the University.**

Furthermore, a minimum of 18 credit hours required in a student’s major field must be completed at Wheeling Jesuit University. The Board of Trustees of Wheeling Jesuit University has full and ultimate authority to determine whether students have fulfilled all requirements for degrees.

### Academic Integrity

The “Guidelines on Academic Integrity” are available from the Registrar’s Office. Written or other work, including computer programs, which a student submits in a course, must be the product of his/her own efforts. Students are expected to acquaint themselves with the norms for scholarly writing and research — in particular, to know the distinction between academic honesty and plagiarism. Plagiarism or cheating by a student will result in academic sanctions imposed by the instructor of the course; plagiarism in a major term paper or cheating on a final examination makes a student liable for an “F” for the course, as well as to additional disciplinary action beyond the academic sanction. Students are cautioned against the possession of unauthorized material during any examination or quiz. Alleged incidents of cheating will be handled according to the published “Guidelines on Academic Integrity” mentioned above.

### Academic Advisors

Academic advisors for adult students are available to assist prospective and enrolled students. All registration forms and schedule changes for classes must be approved by an advisor. The advisors also prepare summary sheets and evaluations of transfer credit, review all students’ progress toward degrees and certify that graduation requirements have been met. Academic advisors are available by appointment.

### The Appeal Process

Students who believe they have been unfairly treated in a course or deserve an adjustment in academic status may appeal their situations, provided they follow proper procedure. A student’s first step in the appeal process is to confer with the person most immediately responsible, usually the instructor. If further steps are necessary, the student should take the appeal, in this order, to the department chair, and the Division of Professional and Graduate Studies. Final appeals — after all other steps have been taken — are the concern of the President first, and then the Board of Trustees. Students who feel they are entitled to an exception to the University’s academic regulations should petition the Division of Professional and Graduate Studies. A student who intends to appeal a grade must initiate the appeal process within six weeks of receiving the grade.
Attendance
Prompt and regular attendance at all classes is expected of all students. The credit and grade which a student receives for a course should indicate active participation in the course as well as the ability to pass examinations. When possible, the instructor should receive prior notification of inability to attend class.

Change of Major
Students may decide to change majors. This must be done in writing by notifying the Division of Professional and Graduate Studies. Degree seeking students may not change their major during their last 30 hours of course work.

Course Changes & Withdrawals
Students may make changes in their registered program of courses without academic penalty by dropping or adding courses at any time during the drop-add period as announced in the academic calendar. Courses may not be added to a student’s schedule after the end of the drop-add period. Forms for all course changes or withdrawals may be obtained from the Division of Professional and Graduate Studies.

Drop/add forms must be signed by the student’s academic advisor. Failure to follow this procedure will result in the student being held responsible for all charges posted for the semester in question. Veterans must notify the Veterans Affairs office immediately when withdrawing from a class because this will result in a change in benefits. The Veterans Administration will not pay benefits for a course in which a grade was not issued. A “W” does not satisfy the VA requirement.

The following regulations apply to withdrawals from the course:
1. From the end of the drop-add period until four weeks before the last day of class, any course may be dropped upon the approval of the instructor and the academic advisor. For withdrawals during the first few weeks a grade of “W” will be recorded on the transcript. After that date and prior to final withdrawal date, a grade of “WP” will be recorded on the permanent record if the student was passing at the time of withdrawal. A grade of “WF” will be recorded if the student was failing at the time of withdrawal.
2. Any request for a grade “W,” “WP,” or “WF,” after the termination of the respective allowable withdrawal periods, must be submitted in writing and must be accompanied by the written approval of the instructor, to the appropriate academic advisor.
3. Unauthorized withdrawals from courses will result in the student being assigned “FA” grades for the course.

Day/Evening Crossover Policy
Upon entering Wheeling Jesuit University, each student’s choice of division is determined by personal and career circumstances and responsibilities. The Division of Professional and Graduate Studies offers programs geared to the specialized and practical educational needs of an adult working student. The day school addresses the developmental needs of the recent high school graduate whose primary role during his/her college years is that of full-time student. Once a division of the University is selected, each student who applies for admission is bound by its distinct degree requirements and system of advisement. Students may not register for courses outside their division without the written approval of the appropriate administrative officers in the Division of Professional and Graduate Studies for evening classes and the Associate Academic Dean’s Office for day classes.

Students must comply with the following directives:
1. Courses required of the evening students as part of the liberal arts core may not be taken in the day school. Likewise, courses required of the day students as part of the liberal arts core may not be taken in the evening. (Only BLA and BSN degree candidates may enroll in either day or evening classes with the approval of their academic advisor.)
2. Only those courses that are cross-listed in the Master Class Schedule are open to both day and adult students without special approval.
3. Other courses offered in one division which are not cross-listed may under exceptional circumstances be selected by students with the approval of both divisions (Division of Professional and Graduate Studies and the Associate Academic Dean’s Office).
Tutorials
Under unusual circumstances a student may take a course by tutorial with a faculty member. Arrangements for the course must be made through the academic advisors of the Division. All requests must be submitted in writing on the appropriate form which can be obtained in the Registrar’s Office or in the Division of Professional and Graduate Studies. All requests for tutorials will be considered on a case-by-case basis and are subject to the approval of the advisor, faculty member, department chair and the Division of Professional and Graduate Studies. Students requesting tutorials must have at least junior rank and be in good academic standing. Students are limited to one such course per academic year and a grade must be assigned for the course.

Independent Study
Each department provides independent study courses, numbered 172, 272, 372, and 472, so that a student can undertake an academic project which lies outside the regular course offerings. These projects, frequently related to a student’s career interests or preparation for further study, can be based on the discipline of a particular department, such as biology or history, or on the integration of that discipline with other areas of knowledge (e.g., a project in bioethics or the history of science). To be eligible to undertake an independent study project, a student must be a junior or senior in good academic standing. A student is limited to one such course per semester. A grade will be assigned for the course. Individual study projects must be approved during the first week of a semester by the departmental contact person and by the Division of Professional and Graduate Studies no later than the second week. A student interested in an independent study project should first discuss the project with the faculty advisor and then contact the Division of Professional and Graduate Studies.

Internships
Internships are sponsored by several academic departments. Typically organized as 1-3 credit courses in coordination with off-campus agencies and businesses, the internships are arranged by the sponsoring department with the approval of the Division of Adult and Continuing Education. Faculty members in the sponsoring departments provide guidance and assign grades and credits for courses, which are identified by a 373-374, 473-474 listing. Internships are effective academic tools because they supplement theoretical study with practical learning experiences. Students interested in internships should confer with the faculty advisor before the semester in which the internship would occur.

Credits & Credit Policies

Credit Definition
Credits are measurements of completed academic work; a semester hour of credit ordinarily is the completion of one class hour of work per week for a semester and assumes about two hours per week of preparation outside of class. Credits for laboratory courses, studio courses, and workshop courses involve more actual hours in the class (contact hours) than lecture courses. While the usual Wheeling Jesuit University course is a three-credit-hour course, in some cases a course may be offered for a different credit value as noted in the course descriptions section of this catalog.

Maximum Credits per Semester
The Division of Professional and Graduate Studies policy mandates that 12 semester hours constitute full-time status.

Credit by Examination & CLEP / DSST

CLEP / DSST
Certain courses may also be challenged for credit by examination. These include both introductory and upper-division courses, as designated by each academic department. Examinations may be standardized tests such as CLEP/DSST or examinations designed by the departments. Students who pass such tests, according to departmental grading standards, will be awarded
University credit. No more than 30 hours of credit may be counted toward a degree at the University through such exemptions by examination.

The CLEP/DSST program is administered through the Division of Professional and Graduate Studies. It is the responsibility of the student to arrange for testing, to submit all required forms, to pay requisite fees, and to prepare himself or herself for the examination. Inquiries should be directed to the Division of Professional and Graduate Studies.

Credit by Departmental Examination

Each academic department has designated certain introductory and upper-division courses which may be challenged for credit by examination. Students who pass these department-made tests, according to departmental grading standards, will be awarded university credit. Credit from such examination may not be used to complete the final 30 hours of University work.

This program is administered through the academic departments. Inquiries should be directed to the Division of Professional and Graduate Studies or the chairperson of the specific department.

Grades & Academic Standing

Class Level Classifications
Sophomore – minimum of 27 semester hours
Junior – minimum of 60 semester hours
Senior – minimum of 90 semester hours

Academic Standing
Every adult student must maintain an average of 2.0 in order to be considered in good standing. A student whose cumulative average falls below 2.0 at the end of any semester is automatically placed on academic probation. A student may remain on academic probation for more than one semester provided the student is making significant progress towards the required 2.0 cumulative average. A student is eligible for academic dismissal when any of the following occur: grades of F in two or more courses in any one semester; failure to achieve a 2.0 GPA at the end of the academic year; failure while on academic probation to show significant improvement.

Grades

Semester grades are based upon regular exercises, the student’s attendance record (depending upon the instructor’s policy), and the final examination in the course. At least one formal test (of an hour’s duration) or equivalent evaluation will be given in each course each half-semester, exclusive of any quizzes and of the final examination.

Except for seminars, a formal final evaluation period is required for each course offered in a semester, to be given at the time and place designated in the examination schedule published by the Registrar’s office. Official grades used by Wheeling Jesuit University and their grade point equivalents are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>Fa</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Not computed</td>
</tr>
<tr>
<td>W</td>
<td>Not computed</td>
</tr>
<tr>
<td>X</td>
<td>Not computed</td>
</tr>
<tr>
<td>Cr</td>
<td>Not computed</td>
</tr>
<tr>
<td>NCr</td>
<td>Not computed</td>
</tr>
<tr>
<td>NG</td>
<td>Not computed</td>
</tr>
</tbody>
</table>

Note: While C-, D+, and D may be passing for an individual performance, an AVERAGE of C (2.0) is required for graduation.
The number of grade points received in any one course is obtained by multiplying the course grade (in quality points) by the number of credits in the course; e.g., a grade “A-” in a three-credit course equals 11.1 quality points (3 x 3.7). The GPA (Grade Point Average) is computed by dividing the total of the quality points received in a specified number of courses by the total number of credits in those courses. The adjusted GPA is the grade point average as adjusted to account for grades from courses which are repeated or which substitute for courses in the individual’s academic record.

Repetition of Courses

Any course in which a student receives a grade of “C-” or below may be repeated. A student who chooses this option must complete the identical course (or, with the approval of the appropriate division, its close approximation). A course may be repeated only once. Before retaking the course, the student must secure the written approval of the advisor. If a student repeats a course, both grades will appear on the transcript, but only the second grade will be factored into the student’s adjusted GPA.

Incompletes

At the end of a semester a teacher may assign a grade of “I” (Incomplete) if, at the time the grade is submitted, the student is passing the course, but because of unusual or emergency circumstances (e.g., illness), has further work to submit. An incomplete grade may be assigned only if a student has completed all of the course work assigned and due before the last day for course withdrawal (WP-WF). Incompletes may not be given simply for the purpose of improving a grade by doing additional work. A grade of “I” not converted to a final grade by the end of the third week of the following semester will automatically be changed to a grade of “F.” BOLD students are given one full year to convert the “I” to a grade before the grade is changed to an “F.”

A grade of “X” will be assigned in courses which by their nature normally require work to be done over the course of the entire year (e.g., senior seminar, independent study projects, clinical practicum). If the “X” is not removed by the end of the following semester, a grade of “F” is recorded on the student’s permanent record. At the discretion of the teacher, a grade of “X” may be assigned for an incomplete independent study project, clinical practicum, or senior seminar; to receive credit for the course, the student must re-register for the course as part of his or her normal course load the following semester. If the “X” is not removed, the grade of “W” is recorded on the student’s permanent record.

Pass / Fail Option

Juniors and seniors with cumulative GPA’s of 2.5 or better may register for one course each semester for a total of 4 courses on a credit/non-credit basis, provided that the course is not one required in the core curriculum or in the student’s major. This choice on the part of the student must be indicated at the time of registration, and may not be altered during the progress of the course. For passing work in the course, the mark of “Cr” and the credit hours received are recorded on the student’s permanent record; if the student does not pass the course, the mark of “NCr” is recorded on the permanent record, but hours attempted are not recorded. The marks of “Cr” and “NCr” are not computed in the GPA.

Student Access to Education Records

In accordance with the Family Educational Rights and Privacy Act of 1974, Wheeling Jesuit University students have the right to review, inspect and challenge the accuracy of information kept about them in various official University files. Students may waive this right. Details of the procedures established by the University are available from the Registrar’s Office.

Recognition of Student Achievement

Dean’s List

To be eligible for the Dean’s List published at the end of each semester, a student must have an average of 3.5 or better for all courses for the semester. The student must have completed and have been graded for at least 9 hours of credit in that semester.

Gloriam Award

Men and women who meet specified academic requirements may be invited to apply for the Gloriam Award given for community leadership and academic excellence.
Anthony T. Basil Medals
Through the bequest of Anthony T. Basil, two medals are awarded at graduation in the Division of Professional and Graduate Studies. The criteria for winning these awards is to earn the highest average and second highest average from a minimum of 60 graded credit hours as a student in the Professional and Graduate Studies Division program at Wheeling Jesuit University.

Graduation Honors
To be eligible for degrees with distinction, there are two categories of honors. For students having completed at least 60 graded semester hours at Wheeling Jesuit University, the three honors averages are:

- 3.850 Summa cum laude
- 3.700 Magna cum laude
- 3.500 Cum laude

For students with at least 30 but less than 60 graded semester hours, the honors average is:

- 3.500 With distinction

Computation of the average is based solely on courses completed at Wheeling Jesuit University, computed by dividing the number of hours into earned quality points. Graduation honors are bestowed at the same time as the student’s degree is conferred.

Transcripts
Official transcripts are issued by the Registrar only upon receipt of written permission or personal authorization from the student involved. Accounts must be cleared in the Business Office before an official or unofficial transcript is issued. Official transcripts bear a fee per copy.

Housing
Evening division and graduate students are usually not accommodated in campus residential halls. Graduate housing is available in the Cardinal Commons.

Summer Session
Each year the summer session offers a variety of undergraduate and graduate courses. The summer session serves the needs of undergraduate and graduate students from the University and the region. It also serves as a bridge for high school graduates who wish to begin their undergraduate work before the fall semester.

Explanation of Fees
Audit Fee
The audit fee must be paid to audit a class in any division.

Degree Certification / Graduation Fee
The graduation fee covers the cost of the graduation ceremony, diplomas, caps and gowns, etc. This fee is charged whether or not the ceremony is attended.

Adult/Graduate/Summer Technology Fee
The adult/graduate/summer technology fee covers the cost of up-grading technology on campus. This is a semester charge for graduate, adult students and summer students.

BOLD/MSOL Materials Fee
This fee is charged in the first semester of the BOLD/MSOL program to cover the cost of all printed modules, handouts and copyright fees.

Faculty Assessment
This fee is assessed when the faculty gives credit for life experiential learning essays.

Challenge Tests
This fee is assessed to test out of nursing science courses.

Parking Permit
A parking permit fee for registering a car on campus is assessed each semester.

I.D. Card
A fee is assessed to receive or replace a WJU identification card.

Adult New Student Fee
The adult new student fee is a one-time fee charged to graduate and adult students for setting up files.

Off-campus Fee
Any student taking classes at a location other than the main campus must pay this service charge every semester.
Payments

All balances are due and payable by August 1 for the fall semester and December 31 for the spring semester. Summer school classes are to be paid in full by the first day of class. Until payment is made or an externally administered deferred payment plan is accepted, registration will be incomplete and the student may not attend classes, or have access to residence hall or meal plans.

The only alternative to payment-in-full is through a contract with an external payment plan endorsed by the University. Information regarding an external plan may be obtained from the Student Accounts Office. WJU will not issue transcripts and reserves the right to withhold diplomas, statements of honorable dismissals, viewing of grades, etc., for students whose accounts indicate an outstanding balance.

Accounts not paid in full by the required due dates may be assessed a monthly finance charge of one and a quarter percent on the unpaid past due charges. The finance charge will not be assessed against those accounts which have contracted for an external payment plan or for students who have company reimbursement. During the period of registration (usually one month), interest for current semester charges will be suspended so that all the necessary paperwork relating to loans, federal grant programs, etc., can be processed.

Student financial aid cannot be credited to a student’s account until the University’s Financial Aid Office has certified the aid and the student has completed all paperwork, promissory notes and the entrance interview.

Students are responsible for all attorney’s fees and other reasonable collection costs and charges necessary for the collection of any amount not paid when due.

Financial Aid Information

The Financial Aid Office coordinates the University, federal and state financial aid programs. This office also provides information regarding scholarships, loans and grants from private sources (non-institutional, non-governmental aid). Detailed information about the variety of aid opportunities and how to apply for them is described in the Financial Aid Programs section of this catalog.

Financial Aid Programs

Financial aid is awarded on the basis of scholastic achievement, financial need or a combination of both. Offers of assistance are designed to supplement the resources of the family and may vary per academic year.

For federal, University, state and most private aid, family resources are measured by the needs analysis formula of the Free Application for Federal Student Aid (FAFSA). A family’s Expected Family Contribution (EFC) is based upon the information submitted on the FAFSA, which includes income, assets, number of people in the family and other family factors. All students are required to file the FAFSA if they wish to apply for federal, state and University aid and scholarships.

The FAFSA is filed electronically at www.fafsa.gov, an official U.S. Department of Education Web site. You may submit your signatures via U.S. mail or electronically using a PIN. You can apply for your PIN at www.pin.gov.

The difference between the Expected Family Contribution and the Cost of Education (COE) for an academic year represents a student’s “financial need.”

Financial assistance may be in the form of federal, state, University or private aid. There are three types of aid: grants (“gift aid,” including scholarships), loans (low interest loans requiring repayment) and work opportunities.

All financial aid is disbursed directly to students’ accounts for charges relating to tuition, fees, room and board. Aid exceeding student account charges may be issued as a refund to the student for other educational expenses (books, supplies, etc.).

How to Apply

1. The student must be accepted for admission to the University in order to receive an official offer of financial aid. If applying after January 1 of the high school senior year, an applicant should apply for financial aid and for admission concurrently.

2. An applicant for aid must submit the Free Application for Federal Student Aid and list Wheeling Jesuit
University Federal school code: 003831. Most states use the FAFSA for their grant programs; check with your state grant agency for details. Once the FAFSA has been filed and processed, the Department of Education (DOE) will send the student and the University an electronic SAR provided the student listed the correct Federal school code. The student and Wheeling Jesuit can make corrections on the SAR and send electronically to DOE for reprocessing.

3. WJU may require verification of information and may request a copy of an applicant’s IRS Federal Tax Transcript, the applicant parent’s/spouse’s IRS Federal Tax Transcript and the WJU Verification Worksheet.

These searches and other financial aid information can all be accessed through http://federalstudentaid.ed.gov/.

Federal and State Aid Programs

Federal Pell Grant
This program is based upon financial need and determined by the family’s expected family contribution (EFC) as reported on the SAR.

West Virginia Higher Education Grant
Awarded by the State of West Virginia, this grant is based upon financial need and a satisfactory academic record. Deadline April 15. For more information, please visit www.cfwv.com.

West Virginia HEAPS
Higher Education Adult Part-Time Student Grant Program (HEAPS), the award is based upon the average per credit hour tuition and required fees charged by public undergraduate institutions of higher education. Recipients are selected each year by institutions based on the student’s eligibility and the availability of funds. For more information, please visit www.cfwv.com

Other State Grants
Students may use Pennsylvania Grants (deadline May 1) at Wheeling Jesuit University. Other states may permit the use of their state grants at Wheeling Jesuit University. Check with the Financial Aid Office or your state grant agency.

Federal Direct Loans
A low interest federal loan to students is available through the University on a need or a non-need basis. For details on this educational loan program contact the Financial Aid Office.

Federal Direct Graduate PLUS Loans
Federal Direct Graduate PLUS Loan is a federal loan available to graduate students based on a credit check. This loan, in combination with other aid, cannot exceed educational costs as determined by Wheeling Jesuit University. For details on this educational loan program contact the Financial Aid Office.

Alternative Educational Loans
Loans offered through private lenders to supplement costs not covered by other financial aid programs. A student may borrow cost of education minus any other aid resource. The application process and terms of these loans depend upon the borrower. For details on these loan programs, contact the Financial Aid Office.

Rights & Responsibilities of Aid Recipients
As a consumer of a commodity (financial aid for a higher education), you have certain rights to which you are entitled, and certain obligations for which you are responsible.

You have the fight to know:
• What financial assistance is available, including information on federal, state and institutional financial aid programs?
• The deadlines for submitting applications for the federal aid programs available.
• The cost of attending the University and its refund policy.
• The criteria used by the University to select financial aid recipients.
• How the University determines your financial need.
• What resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need?
• How much of your financial need, as determined by the University, has been met.
• What portion of the financial aid you received is loan aid and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the repayment procedures, and the length of time you have to repay the loan and when the repayment is to begin.
• How the University determines whether you are making satisfactory academic progress and what happens if you are not.
It is your responsibility to:

• Review and consider all information about the University before you enroll.
• Complete all application forms accurately and submit them on time to the right place.
• Pay special attention to and accurately complete your application for financial aid. Errors can result in long delays in receiving financial aid. International misreporting on application forms for federal financial aid is a violation of the law and is considered a criminal offense, subject to penalties under the U.S. Criminal Code.
• Submit all additional documentation, verification, corrections and/or new information requested by the Financial Aid Office.
• Read all forms that you are asked to sign and keep copies of them.
• Accept responsibility for all agreements that you sign.
• Notify the Financial Aid Office of changes in your name, address, housing or enrollment status. (This also applies to loan recipients after they leave the University.)
• Perform the work agreed upon in accepting a work study award.
• Know and comply with the University’s deadlines for application or reapplication for aid.
• Know and comply with the University refund procedures.
• Notify the Financial Aid Office in advance when your course load at the University may be less than full-time. Failure to do so will cause delay in the receipt of your funds.
• Notify the Financial Aid Office of any changes in financial status. Failure to do so can result in termination of financial assistance.
• Maintain satisfactory academic progress. Withdrawal from the University or never attending classes will result in partial or full repayment of aid disbursed for the semester involved.

Withdrawals, Refunds & Add/Drop Policy

Withdrawal from a class or from all classes may impact aid eligibility, both in the semester in which the withdrawal occurs and subsequent semesters. The University’s refunds are made based on University policy as specified in the section below of this catalog. Refunds to financial aid programs are made in compliance with the U.S. Department of Education Federal Title IV Refund Policy regulations, state program policies and University regulations.

Student Withdrawal Financial Aid Refund Policy

Federal Return of Title IV Aid (R2T4)
The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

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

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

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

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

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

The institution must return the amount of Title IV funds
for which it is responsible no later than 45 days after the date of the determination of the date of the student’s withdrawal.

**Refunds are allocated in the following order:**
- Unsubsidized Direct Loans (other than PLUS loans)
- Subsidized Direct Loans
- Federal Perkins Loans
- Direct PLUS Loans
- Federal Pell Grants for which a Return of funds is required
- Federal Supplemental Opportunity Grants for which a Return of funds is required
- TEACH Grants for which a Return is required
- Iraq and Afghanistan Service Grant for which a Return is required
- Other assistance under this Title for which a Return of funds is required (e.g., LEAP)

The University follows the Federal Return of Title IV Aid refund policy. A student who withdraws from the university will have their tuition and mandatory fees refunded based on a weekly percentage using the following table below:

<table>
<thead>
<tr>
<th>Weeks Completed</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1 completed week</td>
<td>100%</td>
</tr>
<tr>
<td>Before 2 completed weeks</td>
<td>80%</td>
</tr>
<tr>
<td>Before 3 completed weeks</td>
<td>80%</td>
</tr>
<tr>
<td>Before 4 completed weeks</td>
<td>73%</td>
</tr>
<tr>
<td>Before 5 completed weeks</td>
<td>67%</td>
</tr>
<tr>
<td>Before 6 completed weeks</td>
<td>60%</td>
</tr>
<tr>
<td>Before 7 completed weeks</td>
<td>53%</td>
</tr>
<tr>
<td>Before 8 completed weeks</td>
<td>47%</td>
</tr>
<tr>
<td>Before 9 completed weeks</td>
<td>40%</td>
</tr>
<tr>
<td>No refunds after 9 completed weeks</td>
<td></td>
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</tbody>
</table>

**Add/Drop Policy**

A student may have a change of registration during the add/drop period, which is during the first week of the semester. Students may add and drop classes without financial or academic penalty during the add/drop period. After the end of add/drop period, a student may no longer add classes or receive tuition refunds for classes that are dropped and a grade of a W (Withdraw) will be recorded for the class(es).

**Renewal of Financial Aid**

Students must reapply for financial aid each academic year. To process your renewal FAFSA online, go to www.fafsa.ed on or after January 1. To remain eligible for aid, students must also maintain satisfactory academic progress. To renew most types of aid, a student must maintain a 2.0 minimum cumulative GPA and earn a minimum of 24 credits per academic year if enrolled as a full-time student.

Part-time students must earn all credits for which they register for each semester. The Financial Aid Office reviews aid eligibility at the end of each semester. If a student’s credit hours or GPA falls below the minimum requirements, financial aid will be withdrawn.

**Veterans**

Wheeling Jesuit University is approved for veterans’ benefits. For information concerning veteran eligibility, contact the Registrar’s Office or your local Veterans’ Administration office. WJU participates in the Yellow Ribbon program.

**Undergraduate Evening & Graduate Satisfactory Academic Progress Policy and Procedures**

The Federal Regulations require that institutions monitor the academic progress of each student for federal financial aid assistance and the institution certify that the student is making satisfactory academic progress toward earning his/her degree. The determination of progress must be made at least once a year and before the Financial Aid Office releases any federal aid funds for the subsequent semester. Wheeling Jesuit University will monitor credit hour completion requirements and grade point average at the end of each semester. Scholarships may require higher academic standards than those provided under the academic progress guidelines.
Maximum time frame to earn a degree

To quantify academic progress, an institution must set a maximum time frame in which a student is expected to complete a program. For an undergraduate program, the maximum time frame cannot exceed 150% of the published length of the program measured in credit hours attempted.

The majority of the undergraduate evening programs require 120 credit hours for graduation. The maximum time frame for students in the programs is 180 attempted credit hours (120 x 1.5 = 180). Students whose programs require more than 120 credit hours for a degree will have a higher limit.

The majority of the graduate programs require 36 credit hours for graduation. The maximum time frame for students in the programs is 54 attempted credit hours (36 x 1.50 = 54). Students whose programs require more than 36 hours for a degree will have a higher limit.

Students are normally expected to complete an undergraduate degree by the end of 4 years. Therefore, students will forfeit their eligibility to participate in federal financial aid programs after 6 years of full time enrollment (4 x 1.5 = 6).

Withdrawals and Pass/Fail Courses

Grades of W, WP, WF, and FA are counted as courses attempted and count toward the maximum time frame.

Incompletes or Grade Changes

Grades of I and X are counted as courses attempted and count toward the maximum time frame. Students must report any grade change to the Financial Aid Office that may impact their financial aid eligibility.

Double Majors and/or Minors

Students who receive approval to pursue a double major/minor will be expected to complete all degree requirements before reaching 180 attempted credit hours.

Change in Major

Students who change their majors will be expected to complete all degree requirements before reaching 180 credit hours.

Transfer Credit Hours: Students who transfer credit hours into WJU will be counted as credit hours completed and count toward the maximum time frame.

Repetition of Courses

If a student repeats a course, both grades will appear on the transcript, but only the highest grade will be factored into the students adjusted GPA. Repeated courses will be counted as courses attempted and count toward the maximum time frame.

2nd Bachelor’s Degree

To earn a second bachelor’s degree at Wheeling Jesuit University, a student must fulfill the requirements of the new major and fulfill the residency requirements of two full semesters or thirty credit hours earned at WJU. Some majors will involve substantially more than two semesters for completion. Students working towards a second degree are no longer eligible for Federal Pell Grant, Federal SEOG, state aid and institutional aid. Students are limited on how much they can borrow under the Federal Direct Loan Program.

Credit Hour Progression

For students to earn a bachelor’s degree you must successfully complete 120 credit hours within a limited time frame. Students are considered to be progressing normally or on pace towards degree completion as follows:

- Freshman – less than 27 semester hours
- Sophomore – minimum of 27 semester hours
- Junior – minimum of 60 semester hours
- Senior – minimum of 90 semester hours

To determine enrollment status of a student, the University will use the number of credit hours in which the student is enrolled for on the first day of classes each semester.

- Credit completion requirement for a full-time student (12 + credits/semester): the student is required to complete a minimum of 24 credit hours per academic year.
- Credit completion requirement for a three-quarter-time student (9-11 credits/semester): the student is required to complete a minimum of 18 credit hours per academic year.
- Credit completion requirement for a half-time student (6-8 credits/semester): the student is required to complete a minimum of 12 credit hours per academic year.

Note: A student who enrolls at different enrollment levels during the academic year will have the credit completion requirement pro-rated. Example, Full-time enrollment – Fall semester and half-time enrollment – Spring semester, the student must complete a total of 18 credit hours during the academic year.
Qualitative Standards – Grade Point Averages
A student must maintain at least a 2.000 cumulative grade point average (GPA) to be considered making satisfactory academic progress. If the student’s GPA falls below the cumulative 2.000 requirement for two consecutive semesters, the student will automatically lose federal financial aid eligibility.

Procedures
Students receiving financial aid will be evaluated at the end of each semester to determine that he/she is meeting the standards described above. If the student has reached the maximum number of credit hours without earning the degree, the student will no longer be eligible to participate in the federal financial aid programs.

Federal regulations require that these standards apply to all students. This includes first-time aid applicants, students who have previously enrolled at Wheeling Jesuit University, or those who have not been formally placed on probation.

Financial Aid Warning
The first time a student experiences academic difficulty, they will receive a “financial aid warning” letter. This letter will remind them of the minimum academic requirements for their financial aid programs and strongly recommend them to take advantage of the academic resources available to them. Students will be eligible to receive federal financial aid during the Financial Aid Warning semester. Students will be notified that their academic records will be checked again at the end of that semester. Further action may need to be taken if there are no significant improvements during their warning semester. Students can only receive financial aid for one semester under this “warning” status.

Financial Aid Probation
If a student fails to reach the maximum number of scheduled hours and the Director of Financial Aid determines that the student has fallen below the completion ratio standards for satisfactory progress, the student will be placed on Financial Aid Probation. The student’s continued eligibility for federal aid will be at risk. Students who fail to maintain the required minimum GPA will also be placed on Financial Aid Probation.

Students on Financial Aid Probation will receive a separate letter that will outline the academic requirements they must meet in order to receive aid for the following semester. If the student on Financial Aid Probation meets the required conditions of the probation, then the student will be permitted to continue to participate in the federal financial aid programs for subsequent semesters. Students that have been placed on probation will be considered as making satisfactory academic progress for the purpose of receiving financial aid as long as they continue to meet the academic requirements outlined in their probationary letter.

The Financial Aid Office will review the academic records of each student on Financial Aid Probation at the end of each semester. If the student is not meeting the terms outlined on their probationary letter, the student will forfeit their federal financial aid eligibility.

Lack of Satisfactory Progress equals Loss of Eligibility
Students who lost eligibility to participate in the federal financial aid programs for reasons of academic progress can regain that eligibility by enrolling at Wheeling Jesuit University at your own expense (no financial aid assistance). Within the unfunded semester, the student must demonstrate that they are capable of completing a semester without any failures, incompletes, withdrawals and must show the ability to complete their degree requirements within the time frame.

Students who have been academically excluded from the university and decide to re-enroll are not automatically eligible to continue to participate in federal, state or institutional aid programs.

Right to Appeal
A student has the right to submit a written appeal to any decision of ineligibility to continue to receive financial aid. This appeal must be submitted in writing to the Director of Financial Aid within 30 days of notification that the student’s aid eligibility has been lost. Appeal letters must be written by the student and submitted via US postal mail, fax or email. All appeal letters must have the student’s signature. Appeal letters that are emailed must be submitted through their WJU campus email account, which will represent the student’s signature. The Financial Aid Committee will then review all financial aid appeals submitted to the Director of Financial Aid. The appeal can not be based on the need for financial assistance or lack of knowledge that your financial aid was at risk. The appeal needs to be based upon some extenuating circumstance or condition which prevented you from successfully completing your attempted credit hours and/or lack of GPA, or which necessitated that
you withdraw from class(es). Students must include in their appeal letter: 1.) Why the student failed to maintain satisfactory academic progress and 2.) What has changed that will allow the student to make satisfactory academic progress during the next semester. Examples of possible situations include death of a family member, serious injury or illness, loss of job, etc.

Students will need to provide documentation along with their appeal letter within the 30 days of notification that the student's aid eligibility has been lost. Examples of possible documentation include death certification, copy of obituary, hospital bills, notification of job loss or overtime work on company letterhead, etc. If no proof of documentation was provided, the Financial Aid Committee will not evaluate the appeal letter. Therefore the student will forfeit any financial aid eligibility.

If you do not have grounds for an appeal or if your appeal is denied, you may still be able to regain your eligibility for future semesters. You will need to enroll at Wheeling Jesuit University at your own expense (no financial aid assistance) and implement an academic plan with the Financial Aid Office and Academic Advisor, in advance for the conditions under which eligibility can be regained.

Appeal Approval
Appeals can only be approved if the Financial Aid Appeals Committee determines:

- The student will be able to meet the university’s satisfactory academic progress after the next payment period; or
- The student has agreed to follow an academic plan that, if followed it will ensure the student can meet the university’s satisfactory academic progress guideline by a specific point in time.

The students whose appeals are granted will receive financial aid on a conditional basis for one semester. The conditions will be outlined in the letter sent to the student granting the appeal. The Financial Aid Committee will review the student’s record at the end of each semester to determine their status for the following semester. Students who fail to meet the conditions outlined in their individualized academic plans during their semester will not be able to submit a subsequent appeal.

Academic Plan Procedure
In conjunction with the Academic Advisor, students will be required to develop a written Academic Plan as part of any appeal process. The Academic Plan will include any of the following:

- Regular meetings throughout the semester with the Academic Advisor and/or the Academic Resource Center (ARC).
- Specific steps that the student will take throughout the semester to address the academic difficulties that they encountered in previous semesters.
- Students may be referred to other on-campus departments to address any other problems that may have impacted the student’s eligibility to succeed academically.
- Students may also be required to retake courses, review current academic major, faculty early monitoring/academic alerts, and/or conduct inventory on learning styles.

The student’s financial aid eligibility will be reinstated for the upcoming semester upon approval of the students appeal letter and a proposed academic plan. The Financial Aid Committee reserves the right to add additional requirements to the Academic Plan.

Resources Available for Students
- Academic Advisor
- Academic Resource Center
- WJU Student Counseling Services – Health Center
- Campus Ministry
- Career Development Center

Endowed Scholarship
Linda K. Baron Memorial Scholarship
To benefit an adult student in need who is enrolled in the BOLD program. Student must file Free Application for Student Aid (FAFSA).

Veterans
Wheeling Jesuit University is approved for veterans’ benefits. For information concerning veterans’ eligibility, contact the Registrar’s Office or your local Veterans’ Administration office. Veteran’s benefits must be reported on the FAFSA form.
Degree Programs & Requirements

Degree programs available include:

- **Bachelor of Science in Nursing** for RNs (BSN) (online)  
  + RN to MSN track available (online)
- **Bachelor of Liberal Arts (BLA)**
- **Bachelor of Arts in Organizational Leadership and Development (BOLD)**
- **Bachelor of Science in Healthcare Leadership**

The Core Curriculum

The term “core” at Wheeling Jesuit connotes the “heart” of the curriculum which is centered around the Human Person. Its purpose is to give concrete expression to the Mission of the University: “educating for leadership, educating for life and educating men and women for others.” The core intends to provide all students, regardless of major, with the skills that will enable them to pursue their own integral development and contribute to the common good. In a spirit of free inquiry, it also enables them to articulate a coherent vision of reality and a set of resulting ethical principles. In so doing, it empowers students to discover and to discern that which is true, good and beautiful.

Rooted in the rich Catholic and Ignation traditions, Wheeling Jesuit affirms that all reality is the work of a loving Creator in whose image and likeness we are made. It views human persons as rational, responsible, communal and called to contribute to creation with their own unique set of skills and opportunities. Convinced that dialogue among differing world views is vital, Wheeling Jesuit welcomes men and women from a rich variety of spiritual and ethnic traditions and encourages all students to grow in their faith as a foundation for promoting peace and justice throughout the human community.

Concerning Skills

Students should think creatively and critically and be able to:

- Evaluate and construct clear arguments based on the rules of logic.
- Participate actively in society as scientifically literate citizens.
- Read various types of literature, identify their literary form and assess the accuracy and truthfulness of their content.
- Use basic mathematical methods to solve quantitative problems.

Students should communicate effectively and be able to:

- Write fluently, grammatically and eloquently;
- Search effectively for information using contemporary tools;
- Assemble and deliver a cogent oral presentation with poise;
- Engage in reasoned and informed inquiry and discussion;
- Communicate across cultures and languages;
- Recognize and use non-verbal and symbolic modes of communication;
- Define problems, identify methods of approaching them and build models to resolve them; and
- Use modern technology effectively in all of the above

Concerning a Vision Centered on the Human Person

A goal central to Jesuit education is that students develop a vision of reality that enables them to ask questions leading to an understanding of:

- The nature of persons: their origin, historical context and destiny;
- The place of persons in the world community of the past, the present global community and the future;
- The role of persons in contemporary culture, including an understanding of the scientific worldview, the aesthetic view and experience of life, the philosophical and religious dimension of life and the historical context of culture;
- The ethical implications of their vision of the person; and
- The integration of the methods and content of the various disciplines

Concerning Values

In addition to the skills and vision described above, the core should also help students to develop the following attitudes and convictions:
- A commitment to and passion for lifelong learning;
- A commitment to base their lifelong ethical decisions on their vision of the person and of the world;
- A deep respect for all persons, resulting in a desire to know and learn from men and women from various cultural, religious and racial backgrounds;
- A strong desire to serve others, improve the human condition and promote faith, peace and justice;
- A willingness to take leadership roles in their professional work, with a particular commitment to ethical decision-making in personal and professional situations; and
- A sense of responsibility for their actions and the consequences of their actions.

**Liberal Arts Core Requirements**

**For all BSN, BLA Majors (51 Credits)**

**English Composition (3 crs)**
ENG 105 The Practice of Writing (3 crs)

**Fine Arts (3 crs)**
Any FAS 100-level course

**Mathematics (3 crs)**
*One of the following:*
CSC108 Intro. to Structured Programming (3 crs)
CSC110 Computer Science I (3 crs)
MAT102 Mathematics in Society (for non-science majors) (3 crs)
MAT105 Intro. to Statistics I (required for BSBA, BSN) (3 crs)
MAT108 Pre-Calculus (3 crs)
MAT111 Calculus I (4 crs)

**Modern Languages (3 crs)**
One language course or one additional Global Perspectives course

**Literature (6 crs)**
*First Level Literature:*
LIT120 Literary Foundations: Methods and Genre (3 crs)

*Second Level Literature:*
LIT250 Literary Explorations: Conflicts and Cultures (3 crs)

**History (6 crs)**
*First Level History:*
HIS110 The Twentieth Century (3 crs)

*Second Level History:*
HIS120 Historical Methods (3 crs)

**Science (6 crs)**
*Two courses from those listed, but the two must be from separate disciplines*
CHE105 Introductory General, Organic and Biochemistry (3 crs)
CHE107 Introductory Chemistry for Non-Science Majors (3 crs)
CHE110 General Chemistry I (4 crs)
BIO105 The Process of Biology (3 crs)
BIO107 Evolutionary & Ecological Biology: The Dynamic Environment (3 crs)

**Special Notes:**
1. Prerequisite courses must be completed before enrolling in subsequent core courses.
2. Courses which have been taken at other institutions, which may be equivalent to WJU courses, will be evaluated prior to the student’s initial registration.
3. Core requirements may not be satisfied through the life experience portfolio.
4. BOLD/Healthcare Leadership have different core requirements.
Academic concentrations leading to majors and degrees are listed alphabetically in this catalog. Requirements and recommendations are explained under each heading. Students are responsible for observing these directives to the satisfaction of the major department.

**Course Credit**
Courses are equivalent to three semester hours of credit except where noted.

**Prerequisites**
A prerequisite is a course or its equivalent that normally must be taken and passed before admission to a subsequent course can be approved. Prerequisites are listed at the end of the course description where needed.

**Cross-Listed Courses**
Numbers in parentheses after a course number indicate the course is cross-listed in a second department.

**Course Numbering**
Courses are numbered in this way:
- 100-199 Lower-division or introductory courses. (In some cases, these may be taken by upperclassmen.)
- 200 and above Upper-division courses.
- 300-489 Upper-division courses usually taken by majors.
- 490-499 Usually taken by accelerated, undergraduate or graduate students.
- 500-699 Graduate-level courses.

**Special Courses**
In addition to courses listed on the following pages, each discipline’s curriculum includes four unlisted courses, offered whenever the need arises. They are numbered in this way:
- 161, 261, 361, 461 Experimental course offering (one time only).
- 171, 271, 371, 471 Readings

**Bachelor of Liberal Arts Degree**

The Bachelor of Liberal Arts degree is designed to accommodate the special needs, experience, and circumstances of adult learners. This program provides the opportunity for a person to acquire a bachelor’s degree from an accredited college by converting life experience, standardized examinations, and university-supervised programs into college credits.

To receive a Bachelor of Liberal Arts degree from Wheeling Jesuit University, the student must complete a minimum of 120 credits and maintain a 2.0 grade point average.

The 120 credits are earned in the following manner:
- The liberal arts core must be completed.
- The individualized program of study must be completed, 30 hours at 200 level or higher, of which
  + 15 hours must be WJU courses
  + 3 hours are earned in a capstone experience

In addition, 39 elective hours must be completed, of which a minimum of 27 hours must be consistent with the goals of a student’s program of study:
- transferable course work from regionally accredited institutions;
- a maximum of 30 credits gained through portfolio, which is an assessment of learning gained from prior technical professional training and life experience; and
- a maximum of 30 credits through examination by standardized tests.

At least the final 30 sequential credits of graded course work must be earned at WJU.
Each new BLA student will develop a proposal for an individualized program of study. The proposal should focus on outcomes indicating what the student will know and what the student will be able to do when he or she is finished with the degree and how that knowledge and skill will be demonstrated.

The student, with the help of the Professional and Graduate Education, will identify a faculty member who has taught for the division and who has some expertise in the student’s area of interest. This faculty member will work with the student to develop the proposal. The final proposal will be approved by the faculty member, the BLA committee and the division. Each student will be assigned an advisor.

The proposal should be internally consistent, that is, should clearly relate to the overall goal. It should outline the purpose of the degree and explain:

- why all disciplines included are essential to the academic integrity of the degree;
- why each course is an essential component of each discipline; and
- why the combination of courses and disciplines forms a coherent, cohesive program of study that meets the individual’s academic, professional and personal goals.

The proposal must also specify the means by which the student will acquire or demonstrate the knowledge identified. The means for acquiring or demonstrating knowledge could include traditional courses, CLEP or other examinations, portfolio, independent study, internships and the like.

The BLA degree culminates with a capstone experience. The capstone experience might be a project, a research paper, an internship report and presentation, a demonstration or performance, or the like.

### Bachelor of Arts in Organizational Leadership & Development (BOLD)

This program is a unique alternative to the traditional method of pursuing or completing an undergraduate degree. While taking courses at conveniently located sites, the sequence of courses is designed and coordinated with the adult students’ schedules in mind. The form and content of the model are based on the assumption that adult students bring a wealth of curriculum related experience to the classroom. It is further assumed that the curricular material provided through the course offerings will be understood on the basis of and assimilated with such past experiences. New learning is then applied immediately to the existing life situations of the student.

The curricular design provides a standard integrated curriculum for all participants in the program; however, this highly structured curriculum is not constructed at the expense of opportunities for students’ individualized pursuits. Diverse career settings, experiences, goals, and life roles stimulate the need for individualized learning. This is provided in the model through individual on-the-job application of learning and through the research project which is a required capstone experience.

The goals of the BOLD degree completion program are to improve and further develop:

1. Interpersonal and leadership skills;
2. Written and oral communication skills;
3. Problem-solving and decision-making skills;
4. Understanding of the research process and its application;
5. Self-knowledge and self-image;
Entrance Requirements
• at least 25-years-old at the time of admission;
• completed 60 transferable semester credits or an associates degree from a regionally accredited higher education institution currently employed or have been employed for some time prior to entry into the program.

Formal employment experience can be replaced with ongoing access and active participation in an organization or an institution, perhaps on a volunteer basis. Application should be made to the Division of Professional and Graduate Studies.

Core Requirements
Competencies in the following courses must be demonstrated by all graduates of this program: writing, science, literature, philosophy/religious studies, history, behavioral science, mathematics, foreign language, international studies or introduction to social science (an equivalent sociology course can be substituted for introduction to social science).

Half of these should already be completed when a student begins the 15-month sequence of courses, including at least one college level writing course.

Competencies can be demonstrated in several ways:
• CLEP/DSST exams;
• direct transfer of credit from an accredited college or university course; and/or
• complete specific courses at Wheeling Jesuit University while pursuing the degree completion program.

The philosophy, religion, behavioral and social science courses involved in the modular curriculum do not qualify for core, but rather are major requirements. The student’s program should be planned so that no more than 12 credits remain to be earned following the 15-month course sequence.

Major Field Requirements
The following sequence of modules serves as the major field component for the degree. This sequence, including the final research project, represents 30 credits.

• Dynamics of Group and Organizational Behavior
• Report Writing
• Adult Development and Learning
• Systems Management
• Research Methods and Design
• Effective Interpersonal Communication
• Culture and Culture Conflict
• Principles of Management and Supervision
• Business Ethics
• Religion and Spirituality
• Leadership and Social Concern
• Applied Research Project

This sequence of courses is designed to be completed within 15 months.

Summary
60 credits – transfer from an accredited college or university
30 credits – any combination of:
1. traditional online courses offered at Wheeling Jesuit University;
2. additional transfer credits;
3. CLEP/DSST tests;
4. credit for learning from life experience (portfolio)
5. 30 credits – major field – modular curriculum 120 hours total

Special Note
In the BOLD Program, grades of “I” (incomplete) may be extended for up to one year before being converted to an “F.”

BOLD Tuition Deposit
Each entering student, at the time of registration, is required to deposit $50 as an advance payment toward tuition; this tuition deposit is not refundable.
Bachelor of Science in Healthcare Leadership

The Bachelor of Science in Healthcare Leadership (BSHL) program provides an innovative online program for interdisciplinary training or certification of allied health professionals with associate degrees to obtain a bachelor of science degree. The program is designed to provide a career path for fields such as medical lab assistant, certified occupational therapy assistant, respiratory therapist, surgical technician, medical sonographer, dental assistant, medical records technician, radiation therapist, radiographer, physical therapy assistant and other disciplines which qualify.

This online program strives to meet the educational needs of students by using a distance learning format so they can continue to work full-time in their communities while maintaining a link to the Wheeling Jesuit campus and members of the cohort who are working in various clinical settings. Thirty hours of major courses will include: two courses in education, two in health sciences, three in business, one trends and issues course and two research courses. In addition, specific core requirements need to be completed or transferred (see list below). The program intends to provide a curriculum that will train the students to become resources to their communities and provide an increased skills base, knowledge and training that is grounded in the literature.

Liberal Arts Core for BSHL Program
Every student admitted to the BSHL program must complete or have transferred the following liberal arts core requirements:

**English**
ENG 105 Process of Composition

**Literature**
LIT 120 Literary Foundations
LIT 250 Literary Explorations: Conflicts and Culture

**Mathematics**
MAT 105 Introduction to Statistics

**Philosophy**
PHI 105 Logic and Knowledge
PHI 305 Ethics

**Theology**
RST 106 or 107
A selection of most 200 and 300 RST courses

**Modern Language/Global Perspectives**
SPA 106 Medical Spanish

**History**
HIS 120 Historical Methods

**Science**
Two courses from separate disciplines (6 crs)

**Social and Behavioral Science**
PSY 110 General Psychology

Major Requirements

**Health Sciences**
CLS 334 Pathophysiology (3 crs)
A systems approach to the pathophysiology of disease. Incorporates investigations into disease processes, with extensive discussion among disciplines and culminates in the student composing summary papers for each body system.

HCL 200 Introduction to Public Health (3 crs)
This course examines the principles and technologies used for assessing individual, family, and community health needs, including an examination of the quality and accessibility of health care to those groups at both local and regional levels.

**Education**
HCL 220 Educational Technology (3 crs)
A course designed to enhance foundational skills of communication using tools such as Microsoft Word, PowerPoint, Access and Excel. The learner will apply technology using the tools available on search engines, Web quests, digital cameras, email attachments, Blackboard and other media enhancements used in presentations and communication required in a professional environment.
HCL 310 Educational Methods for Healthcare Personnel (3 crs)
A course that will fulfill the needs of the learner to educate the community at large, patients and students in the hospital setting. This course will review teaching strategies and identify the situations where each is most appropriate. The techniques will be applied by the students in a variety of settings culminating in an educational service learning project.

Business
HCL 315 Dynamics of Group and Organizational Behavior (3 crs)
This course is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision-making and conflict resolution groups. Learners develop strategies for efficient and productive group management and determine which tasks groups and individuals best handle.

HCL 325 Marketing for Healthcare (3 crs)
A practical approach to the marketing of hospital services with an examination of the fundamental concepts of marketing activities. The marketing mix of price, promotion, product and place will be examined.

HCL 410 Management for Healthcare (3 crs)
The course examines management concepts in healthcare with exposure to case management.

Research
HCL 335 Literature Review and Proposal (3 crs)
Techniques in electronic literature searches, critical review of selected medical literature including readings that will impart a historical perspective to medicine and to each discipline and critically review literature in each discipline. The student will write a review of the literature that is related to the student’s area of research interest.

HCL 430 Introduction to Research (3 crs)
The basics of research, including problem statements, outlines, proposals, implications of statistics and validity and reliability in selected studies.

Other
HCL 425 Hospital Trends and Issues (3 crs)
This course will give the learners the opportunity to identify, examine, and discuss, in depth, the current treatments, trends and issues relevant to his or her area of health expertise, as it applies to the pathophysiology of disease. This course is combined with class CLS 234.

Bachelor of Science in Nursing Degree for Registered Nurses

The Bachelor of Science in Nursing degree (BSN) is an integrated program of liberal arts and nursing courses. The program is designed to meet the special needs of the registered nurse who graduated from a diploma or associate degree program. The BSN degree can lead to career advancement for the nurse and also provides a foundation for graduate education in nursing. This degree program is offered online.

Upon completion of the nursing program, students will be able to demonstrate the ability to:

1. Synthesize knowledge from the sciences and the humanities as a basis for theory and practice in nursing within a systems framework;
2. Synthesize knowledge and skills in applying the nursing process in providing care for clients in various stages of health/wellness;
3. Establish therapeutic relationships which reflect the uniqueness of self and client;
4. Assume accountability for nursing practice consistent with professional standards and ethical codes;
5. Collaborate with health care providers and consumers in the promotion of health/wellness;
6. Provide leadership for decision making related to health/wellness issues;
7. Integrate knowledge of historical, cultural, ethical, spiritual, legal and economic dimensions of nursing; and
8. Assume responsibility for personal and professional development.
Nursing Major Requirements (126 Credits)
In addition to the liberal arts core, the following sequence of courses is required to complete the degree:

Sciences or Nur 280-284

Nursing Sciences (11 crs)
* Chemistry (3 cr)
* Anatomy (3 cr)
* Physiology (3 cr)
* Epidemiology (Microbiology) (2 cr)

Nursing (71 crs)
(46 of the 71 crs may be challenged or transferred)
**NUR 323 Introduction to Pathophysiology (2 crs)
**NUR 227 Clinical Nutrition (1 cr)
**NUR 329 Pharmacology (2 crs)
**NUR 230 C/D Basic Care (5 crs)
**NUR 335 Systems Concepts (1 cr)
**NUR 203 Health Assessment (1 cr)
**NUR 309 C/D Introduction to Nursing Care (10 crs)
**NUR 319 C/D Acute Care Nursing I (7 crs)
**NUR 320 C/D Acute Care Nursing II (6 crs)
**NUR 421 Pathophysiology (2 crs)
**NUR 326 Psychopathology (2 crs)
**NUR 350 Basic Clinical Practicum (7 crs)
NUR 361 Concepts of Nursing Practice (3 crs)
NUR 327 Elements of Research in Nursing (2 crs)
NUR 426 Nursing Trends and Issues (2 crs)
NUR 460 Comprehensive Assessment (3 crs)
NUR 435 Multisystem Nursing Care (4 crs)
NUR 440 Clinical Practicum I (2 crs)
NUR 445 Complex Care I (2 crs)
NUR 455 Complex Care II (2 crs)
NUR 450 Clinical Practicum II (2 crs)

PSY 212 Developmental Psychology (3 crs)

*These courses may be challenged by the registered nurse if the student has not obtained college credit and transferred the course. Challenges consist of take-home projects designed to demonstrate the student's mastery of the appropriate knowledge and skills.

**Courses marked with double asterisks (**) are placed in escrow upon entering the RN to BSN program. When a student successfully completes 12 credits in the nursing major (with a C or higher grade), the 46 credits come out of escrow and are credited to the student's official transcript. This applies to both associate degree and diploma RNs.

Special Notes
1. Nursing majors will receive a separate handbook which outlines departmental policies, including the progression policies of the major and clinical policies.

2. Nurses must register for challenges when registration takes place for traditional course work.
3. Nursing students must receive a grade of “C” or higher in all science and nursing courses in order to progress.
4. A registered nurse must have an unencumbered registered nurse license

RN to MSN Program
A RN student may take designated graduate nursing courses to fulfill requirements in the BSN program.

RN students accepted into the RN-MSN program would complete the following courses to fulfill the requirements for a BSN:

NUR 327 Elements of Research in Nursing
NUR 361 Concepts of Nursing Practice
NUR 460 Comprehensive Assessment
NUR 435 Multisystem Nursing Care
NUR 445 Complex Care I
NUR 450 Clinical Practicum II
MSN 500 Nursing Theories
MSN 503 Health Care Policy instead of NUR 426
MSN 525 Health Care Delivery Systems and Economics instead of NUR 455
MSN 533 Health Promotion instead of NUR 440

After completion of the BSN degree, the student is required to apply to the MSN program and meet all entrance requirements. Automatic acceptance into the MSN program is not guaranteed.

The student would then need to fulfill the remaining courses required for a master of science degree in nursing (refer to catalog section on MSN).

The RN to MSN is available as an online cohort program. This program enables students to complete their degree online with clinicals in their hometown.

Course Descriptions
Some of these courses may be offered as online courses. Prerequisites: A prerequisite is a course or its equivalent that normally must be taken and passed before admission to a subsequent course can be approved. Prerequisites are listed at the end of the course description where needed.
Adult Degree Programs

ADP 200 Prior Learning Assessment (3 crs)
Students complete a portfolio summarizing their prior academic and professional training as well as their learning from significant life experiences. Prerequisite: ENG 105.

Biology

BIO 105 The Process of Biology (3 crs)
An introduction to biology as a way of knowing and communicating about living systems. The themes are how living systems process energy and information, relate ecologically to their environments, and evolve over time. The goal is scientific literacy, i.e., skill in applying theories, evaluating evidence and manipulating concepts.

BIO 107 Evolutionary & Ecological Biology: The Dynamic Environment (3 crs)
An exploration of how living things relate to each other in both space (ecology) and time (evolution). Included is an overview of the history and diversity of life on earth, an examination of representatives of various taxonomic groups as well as a study of taxonomy itself.

BIO 108 The Form & Function of Biological Organisms (3 crs)
An overview of the anatomy and physiology of plants and animals, with an emphasis on human structures. The inter-relationships of the hierarchical levels of biological organization will be discussed.

BIO 109 Cells & Chromosomes (3 crs)
An exploration of variations on the themes of biology at the cellular level, including sub-cellular architecture and ultrastructure; metabolism; molecular biology; cell signaling; cellular reproduction; and an introduction into the concepts of genetics and development. Since this course will involve the examination of living systems at the molecular level, this course should only be taken after students have had at least one semester of college-level chemistry. Prerequisite: one semester of college-level chemistry.

BIO 128 Human Anatomy and Physiology I (3 crs)
The first course in a two course series that examines the anatomy and physiology of the human body. This course begins with the study of the levels of structural organization and proceeds with an in-depth study of the integumentary, musculoskeletal, nervous and endocrine systems.

Chemistry

CHE 105 Introductory General, Organic & Biochemistry (3 crs)
An introduction to fundamental chemical principles necessary to describe the behavior of matter. Biochemical concepts included as needed. Required for BSN majors.

CHE 107 Introductory Chemistry for Non-science Majors (3 crs)
Introductory chemistry course for the non-science major emphasizing applications of chemistry to problems involving environmental pollution, sources of energy, radioactivity and human health.

CHE 110 General Chemistry (4 crs)
Modern concepts of atomic structure and chemical properties, chemical bonding, stoichiometry and states of matter.

Computer Science

CSC 108 Intro. to Structured Programming (3 crs)
An introduction to computer-oriented problem solving using a structured programming language. Covers file management and effective use of an operating system as well as introductory programming techniques and documentation. No previous computer experience or programming expertise is assumed. Not counted among the requirements for Computer Science Major. (MAT 090-091-092 required for those with insufficient mathematics background.)

CSC 110 Computer Science I (3 crs)
This course emphasizes the methodology of structured programming in a high level language (currently C++),
introduces basic data structures and elementary algorithms. An emphasis is placed on reusable software tools, good documentation and top-down design. Programming and other written assignments are included, and a separate supervised lab explores specific programming problems in more detail. Previous programming experience is helpful. A strong mathematics background is required for Computer Science Major.

**English, Literature, Fine Arts**

**ENG 105 Process of Composition (3 crs)**
Enterprise of expository essay writing; research techniques; editing and revising prose for accuracy, precision, and style. *Fulfills Core.*

**LIT 120 Literary Foundations: Methods & Genres (3 crs)**
Study and development of the techniques of literary study using the genres of fiction, poetry and drama. Includes experience in the application of literary critical methods.

**LIT 250 Literary Explorations: Conflicts & Culture (3 crs)**
Examination of selected topics within literary studies, using the tools of literary analysis established in LIT 120. Course topics fit within an organizing rubric such as: Community and Discord in Literature; Ethics and Values in Literature; Past and Future in Literature. *Prerequisite: ENG 105/110; LIT 120.*

**FAS 110 Introduction to Theater (3 crs)**
Through an examination of the role of theater in society and an in depth study of theatrical works to understand the various elements that combine to make the theatrical experience, this interactive course provides an understanding of the creative process and develops skills in creativity and critical analysis. Heightened perceptual abilities are developed through field visits to arts events, as well as through class projects.

**FAS 111 Theater History (3 crs)**
After exploring the elements of theater, students will study the major developments of dramatic theater, beginning in the classical world and traveling straight through our contemporary era. The course will give particular attention to characteristics of the Greek and Roman stage, the evolution through Christian religious sensibilities in the medieval era and into the humanism of the Renaissance and modern periods. Students will explore the relation of theater to society and historical formation.

**FAS 112 Children’s Theater (3 crs)**
This course covers the theory and application of creative dramatics and children’s theater activities in education and performance, based in a grounding in the elements of theater. The members of the class will, over the course of the semester, engage in the creation of a children’s drama and attend and analyze the annual campus children’s production.

**FAS 120 Introduction to Music (3 crs)**
This course is designed to introduce students to the basic principles of music via theory, form, and history. Students will have their musical horizons broadened through introduction to a stimulating variety of Western and World musics in high and low cultural forms of musical expression. The object will be to develop students’ curiosities about human communication through music, engaging them in creative and academic activities.

**FAS 122 Survey of Western Music (3 crs)**
This course presents students with a basic overview of the development of music in the western world from Gregorian Chant through the twentieth century. Emphasis will be on the emergence of styles and schools of music and on highlighting significant composers whose works continue to find a place in today’s global cultural scene.

**FAS 123 Jazz (3 crs)**
Students will encounter and learn to differentiate among various jazz styles through active listening and study. This course examines the history and evolution of jazz as an American phenomenon and creates the basis for exploring and identifying jazz elements in the world music scene.

**FAS 124 Liturgical Music (3 crs)**
The music of worship has been much beloved and hotly contested for more than a millennium. This course explores liturgical music styles and elements in Catholicism and Protestantism from Gregorian Chant through Vatican II. Students will be introduced to musical settings and practice through a variety of chapel and parish on-site visits.
FAS 125 Music and Movies (3 crs)
Some of the most important orchestral composition, arrangement, and performance in contemporary music is undertaken in collaboration with filmmakers. Through a study of the legendary film score composers from Bernard Herrmann to John Williams to Philip Glass, students will explore the choreographic synergy of motion pictures and music.

FAS 130 Film: The Creative Process (3 crs)
No artistic process is more collaborative than the film making process, where artists of various talents and expertise, including the dramatic (screenwriter), visual (art director, cinematographer, editor), and the auditory and musical (score composer, sound designer) come together to help realize (and shape) the director’s vision of the finished film. Students will explore the auteur approach at one extreme of film making theory all the way through improvisation at the other end of the spectrum, with an emphasis on the various “dialects” of film language that each film maker’s position contributes to the finished product of a film.

FAS 131 Film History (3 crs)
Movies are a distinctly American art form — invented here and developed by Hollywood into a multi-billion-dollar global industry, one of our country’s leading exports. Yet other nations, particularly in Western Europe, have been just as innovative in the emergence of cinema as entertainment and as art. Students will explore cinema classics from the silent era through the digital age, observing the delicate balancing act between aesthetic and commercial impulses.

FAS 132 The Reel World (3 crs)
When we think about movies, we typically think of Hollywood product — what’s playing at the multiplex. But there’s a wide world of other cinematic traditions out there, often either influenced by and/or reacting against Hollywood methodology. In turn, American films often gather fresh inspiration from their international counterparts. Students will study classic and contemporary international filmmakers, exploring the ways in which culture influences art — and vice versa.

FAS 133 New Hollywood and Independent Cinema (3 crs)
As an essentially conservative industry, Hollywood has always sought to manufacture crowd-pleasing formulas that swiftly slip into stale predictability. At the commercial fringes, however, filmmakers without big budgets or supervisory constraints take risks and make films that nudge film art (and its audiences) forward. Students will study DIY mavericks (Anderson, the Coens, Coppola, Lee, Soderbergh, Tarantino) of the “Sundance generation,” who are aesthetic godchildren of the 1970s directors (Allen, Altman, Coppola, Lucas, Scorsese, Spielberg) who changed the formal language of film.

FAS 134 The Art of Documentary (3 crs)
The powerful impressions made by fictional film narratives routinely persuade us of the reality of whatever we see and hear in a film. Such expressive formal power may also be used to in form, provoke, and/or move us about social and political realities. Using an understanding of film language, students will distinguish between rhetorical modes and categories of non-fiction film making, exploring classic and contemporary cinematic agitprop, essays, and reportage.

FAS 135 Cinema Genres (3 crs)
Movie narratives come in many tidy packages, called genre forms — comedy, romance, western, crime, horror, and many more. These narrative forms provide orientation for an audience: we know what to expect and how to understand stories based in an innate acculturation to the arc of these narratives. Students will become familiar with several of the generic formulas of film and/or study one genre in depth, focusing on how film language helps to solidify (or subversively undercut, for thematic reasons) our consumption of narratives; films studied will include traditional examples of the genre and contemporary variations. Likely genre subjects for in depth study are The Western, Film Noir, and Horror.

FAS 136 (RST 312) Religion and Film (3 crs)
An examination of select films which present religious issues in a way that stimulates the religious imagination and theological reflection. The films may be organized around a theme (e.g., suffering, death, and hope; the sacramentality of everyday life; the quest for God; religious commitment and moral decision-making) or around a selection of filmmakers whose films reveal various religious interests. Prerequisites: RST 106 or 107.

FAS 137 Cinema and the Classical World (3 crs)
Like the rest of the culture, filmmakers in Hollywood and beyond have maintained a fascination for the ancient worlds of Greece and Rome. Through a study of significant film traditions and masterpieces from the silent era to the Golden-Age epics through modern blockbusters of classical history and mythology,
students will explore source materials for these narratives and examine the modern motives for telling (or sometimes drastically re-telling) these stories.

**FAS 138 Hitchcock and His Heirs (3 crs)**
Alfred Hitchcock, the medium of cinema, and the Twentieth Century were born within a few years of one another, and together they grew up. Hitchcock is in many ways the classic correspondent of that rich and troubled century. He mastered the use of what he called “pure cinema,” and from film noir and the great European cinema traditions, he invented the modern suspense and horror film genres. This course will study several of his masterpieces, then explore his influence on two subsequent generations of filmmakers.

**FAS 139 Contemporary Film (3 crs)**
This course explores significant films made in and beyond Hollywood since 1995, including blockbusters, independent cinema, and international films. Films with the potential to have a lasting influence or impact upon the business or art of movie-making will receive particular attention.

**Additional Courses in Fine Arts**

**FAS 140 Introduction to Visual Art (3 crs)**
This course examines the visual elements, their nature, functions, and relationships in painting, sculpture, architecture and industrial design. Along with formal analysis of various artworks a brief survey of painting, sculpture, and architecture from prehistoric times to the present stressing critical thinking will also be explored. Some central questions we will address are: What is art? What is beauty? What is kitsch? Are artists crazy? Is art necessary for human beings?

**FAS 141 Religion and Art (3 crs)**
If all art is communication, religious art is an attempt to communicate specifically about spiritual experience. Within the context of this course, such communication may take the form of prayerful communion with and about God or of commentary about religious experience. In any form, artistic communication is meant to be absorbed by an audience. Students will explore varieties of religious communication (via several media, including painting, sculpture, architecture, and video) with an equal focus on the formal elements and the artist's intention.

**FAS 142 (PWR 142) Photography (3 crs)**
This course introduces students to the history, aesthetics, and principles of photography with an emphasis on the rhetoric of digital photography. Students will explore the history and development of photography and learn the principles of composition, lighting, exposure, and special effects. This course has no prerequisites but requires the use of a camera with manual settings.

**FAS 143 Women and Art (3 crs)**
The history and practice of Western art is profoundly male dominated, reflecting the larger patriarchal hegemony that has ruled the centers of art patronage since classical times. Yet women have exercised an increasingly resonant voice in artistic expression since the early modern era in Western Europe. Examining major “old master” artists such as Artemisia Gentileschi and Marie-Louise Élisabeth Vigée-Lebrun and transitional Impressionists such as Mary Cassatt and Berthe Morisot, the class will encounter the explosion of modern artistic creativity by women in the twentieth century and the contemporary art world.

**FAS 144 Classical Art and Archaeology (3 crs)**
This course provides an outline of the major developments in classical Greek and Roman art and archaeology. Chronologically, the material in the course spans the Minoan to the Hellenistic periods in Greek culture, and the Etruscan to the late Roman and early Christian eras in Roman culture (approximately 3000 BCE – 350 CE). Aspects of Greek and Roman life and society such as religion, military life, burial practices, and interaction with other cultures are integrated into the study of the material remains of ancient Greece and Rome.

**FAS 145 Architecture (3 crs)**
The structures that humans have built and continue to build for themselves have a variety of functions, from the elemental provision for shelter, to grandiose claims about power, to genuine communication about self-identity, community, and theology. Certain basic assumptions about design persist; this course will begin with the elements of architectural vision and extend to questions and issues centered around what the great Chicago architect Louis Sullivan summed up in his famous statement, “form follows function.” Textbook examples will be balanced by field-trip study.

**FAS 146 Major Painters (3 crs)**
One of the great Romantic images of western culture is the solitary artist, envisioning the world, then capturing that vision on a frescoed wall, wood panel, or stretched canvas. This course examines the development of the
western painting tradition from the Gothic era forward, acknowledging the influence of the classical world and other cultural traditions of image-making. Discussion will also consider a reassessment of canonical assumptions about “greatness.” While some emphasis will be placed on styles or schools, focus will be on representative geniuses of those schools, from Giotto through Warhol.

**FAS 147 Hand and the Eye: Beginning Visual Art (3 crs)**
The relationship of inner-vision (what the mind sees) and creation (what the artist's hands produce) is the focus of this introductory course; there are no prerequisites for interested students other than an open mind to exploring their own creative directions and the work of other artists, both canonical and contemporary. Along with a solid grounding in the practical elements of two- and three dimensional art, students will experience (with eyes and hands) at least the rudiments of drawing, watercolor painting, or sculpting.

**History**

**HIS 110 The Twentieth Century (3 crs)**
This course begins with an examination of Europe's position of political, economic and military dominance in the world in the decades before World War I. After a thorough treatment of the causes and effects of the Great War and the rise of Japan to great power status, our emphasis shifts to the international economic and political problems of the interwar era. The course analyzes the rise of authoritarian regimes of the right and left in Europe, the civil war in China and the imperialist powers' weakening grip on their colonies in Africa and Asia. World War II and the Holocaust figure prominently in the second half of the course, as do the decolonization process, the Cold War between the U.S. and the Soviet Union and post-Cold War issues such as ethnic conflict and responses to globalization.

**HIS 120 Historical Methods (3 crs)**
The content of these courses (in terms of both geographic area and historical period) varies from instructor to instructor. All are designed to familiarize students with the methods and procedures used by historians in researching and writing about important historical trends and events. Course activities include using primary and secondary sources; developing a sense of interpretation grounded in creative but responsible scholarship; improving writing skills in analytical, response and research papers; and giving oral presentations.

**International Studies**

**INS 111 The World Community (3 crs)**
An introduction to the global environment. Topics include world geography, comparative cultures, international conflict and economic interdependence.

**INS 212 Global Politics (3 crs)**
Conflict and conflict resolution on the international level. Examination of various theories put forward to explain international conflict. Consideration of major international problems: war, imperialism, food, energy. *Prerequisite: INS 111, or SOC 105 or POS 110.*

**Mathematics**

**MAT 096 Algebra Review (3 crs)**
A review of topics from elementary and intermediate algebra, including first order equations, exponents and radicals, polynomials, quadratic expressions, quadratic equations, rational expressions, linear and nonlinear systems of equations, inequalities and the binomial theorem. This course is preparatory and will not satisfy the University's core curriculum requirement in mathematics. The algebra background in this course is a prerequisite for every other course in mathematics or computer science.

**COLLEGE LEVEL MATHEMATICS**
The following courses carry a minimum prerequisite of MAT 096 or equivalent.

**MAT 102 Mathematics in Society (3 crs)**
This course is designed to meet the needs of students who do not have a specific course needed for support of their major. The fundamental properties of numbers, geometry and statistics are covered through the collection of modern and useful applications of mathematics. The course contains a collection of topics of modern society: Social Choice, Management Science,
Growth and Symmetry and Statistics. Prerequisite: MAT 096 or equivalent.

**MAT 105 Introduction to Statistics I (3 crs)**
Descriptive statistics including measures of central tendency and variability, graphic representation, probability, the binomial, normal, and T distributions, hypothesis testing and linear regression. Prerequisite: MAT 096 or equivalent.

**MAT 108 Pre-Calculus (3 crs)**
A thorough preparation for calculus with analytic geometry, including conic sections, and the transcendental functions: logarithmic, exponential and trigonometric functions. Prerequisite: MAT 096 or equivalent.

**MAT 111 Calculus I (4 crs)**
A theoretical introduction to differential calculus including limits, continuity, the basic rule for derivatives and applications including optimization problems. A brief introduction to integration leading to the Fundamental Theorem of Calculus completes this course. Prerequisite: MAT 108 or equivalent.

**Nursing For Registered Nurses**

**NUR 203 Health Assessment (1 cr)**
Focuses on health and physical assessment throughout the life span. Includes the basic skills which support health promotion. Prerequisite: NUR 361 and science challenges.

**NUR 227 Clinical Nutrition (1 cr)**
Study of the principles of nutrition as it relates to the nurse’s role in monitoring the client’s status and promoting health. Prerequisite: NUR 361 and science challenges.

**NUR 230 Basic Care (3 crs)**
A study and practice of basic patient care. Prerequisite: NUR 361 and science challenges.

**NUR 230 C Basic Care Clinical (2 crs)**
This is the clinical component of NUR 230 D

**NUR 289-284 Challenge Exams**

**NUR 309 D Introduction to Nursing Care (4 crs)**
This course examines the foundational principles of the delivery of nursing care. Health care issues are explored and students are introduced to basic nursing concepts. Prerequisite: NUR 361 and science challenges.

**NUR 309 C Intro. to Nursing Care Clinical (6 crs)**
This is the clinical component of NUR 309 D

**NUR 319 C Acute Care Nursing I Clinical (3 crs)**
This is the clinical component of NUR 319 D

**NUR 319D Acute Care Nursing I (4 crs)**
This course focuses on the care of clients with acute health care needs as well as clients who require adaptation across the life span with special emphasis on the maternal, child and psychiatric client. Prerequisites: NUR 335, 329, 327. Concurrents: NUR 319C, 323, 326, 320C/D.

**NUR 320 D Acute Care Nursing II (6 crs)**
This course focuses on the care of clients with acute health care needs as well as clients who require adaptation across the life span with special emphasis on the adult client. One (1) credit of clinical experiences emphasize nursing care relevant to short-term health needs and health maintenance issues. Prerequisites: NUR 361 and science challenges.

**NUR 323 Introduction to Pathophysiology (2 crs)**
Examines disruptions of normal physiology and related signs, symptoms, physical and laboratory findings. Correlates with NUR 320 and provides underpinning for that course. Prerequisite: NUR 361 and science challenges.

**NUR 326 Psychopathology (2 crs)**
Major emphasis placed on pathology of emotional health problems. Prerequisite: NUR 361 and science challenges.

**NUR 327 Elements of Research in Nursing (2 crs)**
Critical review and analysis of research in nursing. Specific guided reviews of research reports are conducted. Prerequisites: MAT 105, NUR 361.

**NUR 329 Clinical Pharmacology (2 crs.)**
A study of the principles of pharmacology as they relate to the nurse’s role in monitoring the client’s status and promoting health.
**NUR 335 Systems Concepts (1 cr)**
This course examines the interaction of the nurse with various systems, including the family, community and the profession. **Prerequisite: NUR 361 and science challenges.**

**NUR 350 Basic Clinical Practicum (7 crs)**
Clinical experience in which the student demonstrates the ability to provide basic nursing care in a variety of settings.

**NUR 361 Concepts of Nursing Practice (3 crs)**
Emphasis on theory and concept identification in nursing, including general systems theory and the behavioral systems model. A focus on assessment includes health, physical and family assessments. This is a transition course for registered nurse students.

**NUR 421 Pathophysiology (2 crs)**
Continuation of the study of disrupted physiology and related signs, symptoms and findings. Correlates with NUR 405 and provides underpinning for that course. **Prerequisite: NUR 361 and science challenges.**

**NUR 426 Nursing Trends and Issues (2 crs)**
Analysis of the evolution and significance of current trends and issues in nursing. **Prerequisite: NUR 361.**

**NUR 435 Multi-system Nursing Care (4 crs)**
This course examines the care of the client with multi-system needs. **Prerequisite: NUR 361 and science challenges.**

**NUR 440 Clinical Practicum I (2 crs)**
Clinical experience with a focus on the care of the client with multisystem needs in chronic illness with the focus on health promotion. **Prerequisite: Taken concurrently with or following NUR 435.**

**NUR 445 Complex Care I (2 crs)**
This course examines nursing management concepts in the care of clients with complex needs. **Prerequisite: NUR 361, science challenges and NUR 327.**

**NUR 450 Clinical Practicum II (2 crs)**
Clinical experience with a focus on clinical management of clients with complex needs applying the principles of case management. **Prerequisite: Taken concurrently with or following NUR 445.**

**NUR 455 Complex Care II (2 crs)**
This course examines clinical management of clients utilizing the principles of case management. **Prerequisite: NUR 361, science challenges and NUR 425.**

**NUR 460 Comprehensive Assessment (3 crs)**
This course examines in-depth principles and technologies for physical, family and community assessment. **Prerequisite: NUR 361 and science challenges.**

*Courses which may be challenged or transferred by the RN student.

**Courses placed in escrow upon entering the RN to BSN program.**

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**BA/BS to BSN Accelerated Program**

This program is designed for adults with a four-year college degree who want to study full-time to complete the BSN degree. Students enroll in May and complete their degree 18 months later in December. Upon successful completion of the program, the graduate is awarded a bachelor of science in nursing (BSN) degree. Graduates are then eligible to make application to take the State Board Examination for licensure as a registered nurse. The program also provides a foundation for graduate education in nursing.

**Admission Requirements**

This highly competitive program has a limited number of spaces. The application deadline is January 15. All admissions materials must be received by January 30 for consideration in the upcoming cohort. Selections for the cohort are made in February.

Admissions criteria for the program are the following:

- Bachelor’s degree from a regionally accredited institution
- Cumulative undergraduate grade point average of 2.85 or higher
- Grade of “B” or higher in all prerequisites
- Successful completion of all prerequisite science course work prior to the start of the program including Anatomy and Physiology I, Anatomy and Physiology II, Introductory Chemistry, Introduction to Epidemiology, Introduction to Statistics I, Clinical Nutrition, General Psychology, and Developmental Psychology
- Completion of all health forms
- Clean drug screen
- Satisfactory criminal background check
• Interview may be required for admittance
• Proficient score on TEAS

Test of Essential Academic Skills (TEAS)
The Test of Essential Academic Skills (TEAS) is a common preadmission test used by many nursing programs. The test looks at basic aptitude. The TEAS is a multiple-choice assessment of basic academic knowledge in four categories: reading, math, science, and English. The test takes approximately four hours. Results are usually available within 48 hours.

ALL nursing majors must take this test prior to being accepted into the nursing program at Wheeling Jesuit University. To be considered for admittance into the program you must successful achieve “proficient” on the TEAS examination.

More information regarding the TEAS examination can be found at www.atitesting.com.

Additional Notes:
Nursing majors must provide their own transportation to clinical sites and are billed for liability insurance. Nursing students must comply with the University health requirements for immunizations, physical exam, etc. And must have health insurance. Nursing students must receive a “C” or higher grade in all nursing and science courses in order to progress. Nursing majors will receive a separate handbook which outlines specific policies for them, including the progression policies of the major. The nursing faculty also reserves the right to exclude or remove from the clinical setting any student who, in the opinion of the instructor, has demonstrated behavior or attitudes incompatible with safe, ethical, or professional development and which, therefore, could jeopardize the welfare for patients.

Course Descriptions

NUR 203 Health Assessment (1 cr)
This course introduces the concept of the physical assessment throughout the lifespan. Prerequisites: NUR 227, PSY 110, BIO 128. Concurrent: NUR 230, BIO 129, HSC 215.

NUR 227 Clinical Nutrition (1 cr)
Study of clinical nutrition as related to the nurse’s role in promoting health. Concurrent: PSY 110, BIO 128

NUR 230D Basic Care (3 crs)

NUR 230C Basic Care Clinical (2 crs)
This is the clinical component of NUR 230D.

NUR 309D Introduction to Nursing Care (4 crs)
This course examines the foundational principles of the delivery of nursing care. Health care issues are explored and students are introduced to basic nursing concepts. Prerequisites: PSY 212, CHE 105, HSC 215, BIO 128, BIO 129, NUR 203, NUR 227, NUR 230C, NUR 230D. Concurrent: NUR 335, NUR 329, NUR 327, NUR 309C.

NUR 309C Introduction to Nursing Care Clinical (6 crs)
This is the clinical component of NUR 309D.

NUR 319D Acute Care Nursing I (4 crs)
This course focuses on the care of the clients with acute health care needs as well as the clients who require adaptation across the lifespan with emphasis on the maternal, child, and psychiatric client. Prerequisites: NUR 335, NUR 329, NUR 327. Concurrent: NUR 319C, NUR 323, NUR 326, NUR 320C, NUR 320D.

NUR 319C Acute Care Nursing I Clinical (3 crs)
This is the clinical component of NUR 319D.

NUR 320D Acute Care Nursing II (3 crs)
This course focuses on the care of clients with acute health care needs as well as clients who require adaptation across the lifespan with special emphasis on the adult client. Prerequisites: NUR 335, NUR 329, NUR 309C, NUR 309D, NUR 327. Concurrent: BUR 319C, NUR 319D, NUR 323, NUR 326.

NUR 320C Acute Care Nursing II Clinical (3 crs)
This is the clinical component of NUR 320D.

NUR 323 Introduction to Pathophysiology (2 crs)
Examines disruptions of normal physiology and related signs, symptoms, physical and laboratory findings. Correlates with NUR 320 and provides underpinning for that course. Prerequisites: NUR 329, NUR 327, NUR 309C, NUR 309D. Concurrent: NUR 326, NUR 320C, NUR 320D, NUR 319C, NUR 319D.

NUR 326 Psychopathology (2 crs)
Major emphasis placed on pathology of mental health problems. Prerequisites: NUR 329, NUR 335, NUR 309C, NUR 309D, NUR 327.
NUR 327 Elements of Research in Nursing (2 crs)
Critical review and analysis of research in nursing. Specified guided review of research reports are conducted. Prerequisites: MAT 105, NUR 203, NUR 230C, NUR 230D.

NUR 329 Pharmacology (2 crs)
Study of the principles of pharmacology as related to the nurse's role in monitoring the client's status and promoting health. Prerequisites: NUR 227, NUR 230C, NUR 230D, BIO 129, CHE 105.

NUR 335 Systems Concepts (1 crs)
This course examines the interaction of the nurse with the various systems, including the family, community, and the profession. Prerequisites: PSY 212, CHE 105, HSH 215, BIO 128, BIO 129, NUR 227, NUR 230C, NUR 230D, NUR 203.

NUR 405D Multisystem Care Nursing I (3 crs)
This course examines the care of patients with multisystem needs throughout the lifespan. The primary focus is on the needs of adult clients. Lifelong care and prevention of complications are emphasized. Prerequisites: NUR 323, NUR 326, NUR 320C, NUR 320D, NUR 319C, NUR 319D. Concurrent: NUR 421, NUR 480, NUR 406C, NUR 406D, NUR 405C.

NUR 405C Multisystem Care Nursing I Clinical (5 crs)
This is the clinical component of NUR 405D.

NUR 406 D Multisystem Care Nursing II (3 crs)
This course examines the care of patients with multisystem needs throughout the lifespan. The primary focus is on the needs within the pediatric and psychiatric populations. Lifelong care and prevention of complications are emphasized. Prerequisites: NUR 323, NUR 326, NUR 320C, NUR 320D, NUR 319C, NUR 319D. Concurrent: NUR 421, NUR 480, NUR 405C, NUR 405D, NUR 406C.

NUR 406C Multisystem Care Nursing I Clinical (5 crs)
This is the clinical component of NUR 406D.

NUR 412 (RET 412) Critical Thinking (1 cr)
Critical thinking and problem solving skills are applied to patient situations involving complications. This course has one-half (1/2) credit of laboratory. Prerequisites: NUR 421, NUR 405C, NUR 405D, 406C, 406D. Concurrent: NUR 426, NUR 481, NUR 412, NUR 423C, NUR 423D.

NUR 421 Pathophysiology (2 crs)
Continuation of the study of disrupted physiology and related signs, symptoms, and findings. Correlates with NUR 405D and provides underpinning for that course. Prerequisites: NUR 323, NUR 326, NUR 320C, NUR 320D.

NUR 422D Complex Nursing Care I (3 crs)
This course examines care of the client with complex needs. Emphasis is placed on setting priorities in acute crisis as well as long term health to prioritize and make decisions while delivering complex care in varied settings. Prerequisites: NUR 421, NUR 405C, NUR 405D, NUR 406C, NUR 406D. Concurrent: NUR 426, NUR 481, NUR 412, NUR 422C, NUR 423D.

NUR 422C Complex Nursing Care I Clinical (5 crs)
This is the clinical component of NUR 422D.

NUR 423D Complex Nursing Care II (2 crs)
This course examines care of the client with complex needs. Emphasis is placed on decision making in complex situations and on making the transition from student to practitioner of nursing. Prerequisites: NUR 421, NUR 405C, NUR 405D, NUR 406C, NUR 406D. Concurrent: NUR 426, NUR 481, NUR 412, NUR 422C, NUR 423C.

NUR 423C Complex Nursing Care II Clinical (3 crs)
This is the clinical component of NUR 423D.

NUR 424 (RET 424) ACLS (Advanced Cardiac Life Support) (1 cr)
This course is designed to prepare the student for the ACL certification exam. Through the use of critical thinking, the student will develop an understanding of the treatment of a client in an arrest state. Prerequisite: NUR 430.

NUR 426 Nursing Trends and Issues (2 crs)
Analysis of the evolution and significance of current trends and issues in nursing. Prerequisite: Senior standing or permission of faculty.

NUR 430 (RET 430) Basic EKG (1 cr)
This course focuses on the identification of cardiac dysrhythmias, benign and lethal, including cause and symptoms accompanying each dysrhythmia. Through the use of practice telemetry strips, students will then apply interpretation skills in a clinical setting. Prerequisite: Senior standing or permission of faculty.

NUR 467 Nursing Externship (1-3 crs)
A clinical nursing elective which enables rising senior students to integrate a summer externship into their program of studies. Prerequisite: Senior standing.
NUR 480 Senior Seminar I (1 cr)
Beginning synthesis of nursing knowledge for the NCLEX-RN exam. Test-taking strategies are refined and specific content areas are emphasized. Prerequisite: Senior standing.

NUR 481 Senior Seminar II (1 cr)
Continuing synthesis of nursing knowledge for the NCLEX-RN exam. Emphasis on decision-making in specific areas of nursing. Prerequisite: Senior standing.

Organizational Leadership & Development

ORL 401 Dynamics of Group and Organizational Behavior (2crs)
This module is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and conflict resolution in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals.

ORL 403 Systems Management (2 crs)
Students learn how to analyze and solve organizational issues using systems concepts. Topics include systems analysis, change management, and systems thinking. The concepts learned are applied to the student's research project organization or another organization of the student’s choice.

ORL 424 Report Writing (2 crs)
Students will explore techniques for improving the effectiveness of writing styles and forms common to the business world. Students in the course will have the opportunity to improve their ability to communicate through critical thinking, writing, revising, and editing. Students will also prepare for the writing of the Applied Research Project.

ORL 405 Research Methods and Design (3 crs)
Students will examine key concepts of research design, methods of data collection and data analysis. The students will cover how to write a clear research question, hypothesis formation, sampling techniques, questionnaires, interviews and design of tables and graphs among other topics. The module will help the students produce a well designed and executed applied research project.

ORL 406 Effective Interpersonal Communication (2 crs)
This module investigates the roles of communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships is covered through readings and exercises concerning non-verbal communication, constructive feedback, assertiveness, and conflict resolution.

ORL 407 Culture and Culture Conflict (2 crs)
Students use literature and interviews to explore the values, beliefs, customs and perceptions of racial and ethnic groups, especially as these affect interactions in the workplace. The concepts of culture and social class are developed through simulation. The obligations and implications of equal opportunity laws are discussed.

ORL 408 Prin. of Management and Supervision (4 crs)
The major theme of this module is behavior within organizations and its impact upon and by the organization. Emphasis will be placed on understanding (a) motivational theory and how it may explain individual as well as group actions; (b) leadership style as it relates to organizational theory or design; (c) negotiations within the organization; (d) current management theories including their use within the organization; and (e) supervisory issues such as performance appraisal, legal concerns in employment practices and employee benefits.

ORL 409 Business Ethics (3 crs)
The purpose of this module is to enhance the students’ ability to recognize actual and potential ethical problems in the workplace for the purpose of preventing or resolving them. Through readings, videos and discussions, students learn to apply ethical principles to cases involving such things as hiring, conflicts of interest, gifts and bribes, fairness, and consumer, environmental and safety issues.

ORL 410 Religion and Spirituality (1 cr)
Students will examine a key question: How can religion and spirituality assist in the search for the meaning of life? The module presupposes that religion and spirituality seek to answer this question satisfactorily. Students will develop critical thinking skills about religion/spirituality, world religions, and spirituality in the workplace.
ORL 411 & 413 Leadership and Social Concern (2 crs)
Through an analysis of readings of selected individuals who have developed positions on social concerns, a model for social change will be developed. This course is seen as a continuing experience intended to integrate the various theories with a dimension that is uniquely Wheeling University's: the Jesuit dimension of “men and women for others.”

ORL 412 and 414 Applied Research Project (6 crs)
The project examines an organizational problem in the student's occupational or avocational setting and proposes a solution or a combination of solutions. The student formulates the problem statement and develops and implements a research design. A literature review is included in the project. The student works on the project over a 12-month period.

ORL 422 Adult Development and Learning (1 cr)
Students use readings, classroom discussions and assignments to develop an understanding of adult growth, especially as it relates to personal and professional development. They will examine a variety of learning styles and content areas as they explore adult development and learning across the life span.

Philosophy

PHI 105 Logic and Knowledge (3 crs)
Introduction to the fundamentals of critical reasoning (e.g., the structure of deductive and inductive arguments; fallacies; the square of opposition and categorical syllogisms) and the ways in which critical reasoning integrates with the basic questions and positions in the philosophy of knowledge.

PHI 205 Philosophy of the Human Person (3 crs)
A philosophical study of the human person as a being who, while embodied in nature, is capable of rationally knowing, freely choosing and creatively acting as a unique individual open to communion with others and with the Transcendent. Prerequisite: PHI 105.

PHI 305 Ethics (3 crs)
How should human beings live in society? Study of the nature, types, and criteria of values, with an in-depth study of ethical principles and their applications to certain contemporary moral problems, e.g., abortion, euthanasia, capital punishment, war and peace. Prerequisite: PHI 105, PHI 205.

Physics

PHY 104 Physical Science (3 crs)
The goal of this course is scientific literacy in the physical sciences for the non-science major. The basic principles of physics and chemistry are studied. These principles are then applied to the fields of geology, astronomy, and meteorology.

PHY 105 General Physics (3 crs)
A one-semester physics course for technology majors. The course is quantitative, requiring algebra and trigonometry.

PHY 107 Astronomy (3 crs)
Introduction and historical outline of astronomy and development of physical laws used to describe the solar system, space, stars, galaxies, the universe, and some observational techniques.

PHY 108 Geology (3 crs)
Introduction to physical geology: internal structures of the earth; dynamical features; plate tectonics; crust and lithosphere production, balance, and movement; oceans; seashore; continents; inland water and ice sheets.

PHY 110 Physics I (4 crs)
Concepts and methods of Physics: I; Newtonian mechanics, relativity, harmonic motion, fluids and elasticity. Prerequisite: MAT 108 or equivalent.

PHY 131 Earth and Space Science (3 crs)
A course designed for students who are interested in teaching biology, chemistry, physics or general science at the intermediate or secondary level. Topics covered will lead to an understanding of the physical factors that effect the environment, the earth atmosphere and the solar system.
Political Science

POS 110 American Political Process (3 crs)

POS 241 Public Policy (3 crs)
This course will explore the policy making process in the United States. It will examine how the agendas of policy makers are set, how the policy is formulated and how it is implemented. It will also question who benefits from the policy making process. Topical issues of national policy will be used to illustrate the process. **Prerequisite:** POS 110.

POS 242 State and Local Government (3 crs)
This course will examine the structure and functions of government at the state and local level. It will compare and contrast the various types of governments that exist across the United States. It will also examine the intergovernmental relationships between the localities, the states and the national government. **Prerequisite:** POS 110.

Psychology

PSY 110 General Psychology (3 crs)
A survey of contemporary psychology, including the topics of conditioning and learning, sensation and perception, psychophysiology, motivation and emotion, memory and cognition, development, social behavior, psychological testing, personality, psychopathology, and psychotherapy. **Prerequisite for all other courses in psychology.**

PSY 212 Developmental Psychology (3 crs)
An analysis of development throughout the life-span, with special emphasis on various theoretical approaches to development. **Prerequisite:** PSY 110.

Theology & Religious Studies

RST 106 The Religious Quest (3 crs)
An introduction to ways of interpreting the Bible and the great religious questions: God, evil, community, faith, salvation, worship, etc.

RST 107 Catholicism (3 crs)
An introduction to the great religious questions within the context of Catholicism. Ecumenism and Catholicism’s relation to other religions will be a component. This course is recommended for Catholic students.

RST 203 World Religions (3 crs)
A study of the origins, history, and principal beliefs of the major Western and Eastern religions: Hinduism, Buddhism, Confucianism, Taoism, Shinto, Judaism, Christianity and Islam, with an emphasis on inter-religious understanding.

RST 206 The Church in the Modern World (3 crs)
A presentation of the Church’s understanding of itself, its membership, ministry and mission to the world, with emphasis on Catholic and Protestant views of the Church as they have emerged in the 19th and 20th centuries, but with reference to the historical roots of modern developments.

RST 207 Christian Marriage (3 crs)
Psychological, sociological and experiential reflections on marriage as a way of life examined in the light of insights offered by the Christian tradition and its understanding of marriage as a Christian sacrament; reflections on moral issues related to marriage.

RST 303 Studies in Living Religious Traditions (3 crs)
An introduction to the historical, cultural and theological aspects of one of several religious traditions other than Catholic Christianity (e.g., Protestant or Orthodox Christianity, Judaism, Islam, American Indian) an examination of its history, its beliefs and practices, and its lived reality today.
**RST 305 Christian Morality Today (3 crs)**
A study of contemporary efforts to rethink the Christian framework of moral decision-making: an analysis of love, freedom, conscience, sin and natural law and of the use of these terms in resolving current moral problems. Christian morality compared and contrasted to the moralities of other religious traditions. (*Juniors and seniors only.*)

**RST 308 Issues in Bioethics (3 crs)**
An analysis of the impact of Christianity’s vision of life on current issues in bioethics; caring for the dying, abortion, medical experimentation, organ transplants and the new procreative technologies.

**RST 401 Contemporary Theological Trends & Issues (3 crs)**
Intensive study of new developments and current issues in theology and church life with a view to understanding their origins and implications.

**Core Fulfilling Courses**
1. RST 106 or RST 107 (prerequisite for all other RST courses)

*Note: RST 401 involves advanced work and requires that non-majors receive permission of the instructor for admission.*

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**Social Science**

**SSC 105 Social Science from a Global Perspective (3 crs)**
An introduction to the study of human group behavior from both a sociological and global perspective. This includes a brief survey of the origins, development and modes of inquiry of social science. Key concepts and distinctive approaches of major disciplines will be presented including anthropology, economics, geography, political science, psychology and sociology.

**SSC 110 Introductory Anthropology (3 crs)**
Physical and cultural anthropology. Brief discussion of origins, perspectives, and research methods of the discipline. Consideration of evolutionary and non evolutionary theories. Examination of human beings as social and culture-creating entities in the linguistic, marital, educational, economic, political and religious spheres.
Faculty

Luis E. Arevalo (2011)
Associate Professor of Modern Language
B.A., Universidad Jose Simeon Canas
M.A., Kansas State University
Ph.D., University of North Carolina at Chapel Hill

Vera Barton-Caro (2013)
Assistant Professor, Nursing
B.S.N., M.S.N., Wheeling Jesuit University
Ph.D., West Virginia University

Janet Bischof (2005)
Associate Professor of Nursing,
Director of Nursing Administration/
Education Specialist Tracks
B.S.N., West Liberty State College
M.S., The Ohio State University
Ph.D., Duquesne University

Marc A. Brodie (2005)
Associate Professor of Mathematics
B.A., Ithaca College
M.A., M.M., Ph.D., SUNY at Binghamton

Sunni Burnett (2013)
Instructor in Nursing
M.S.N., Wheeling Jesuit University
B.S.N., Wheeling Jesuit University

Maryanne T. Capp (2012)
Instructor in Nursing
B.S.N., Wheeling Jesuit University
M.S.N., Marshall University

M. Roberta Caswell (2006)
Assistant Academic Resource Center Coordinator
B.A., University of the South
M.A., West Virginia University

Regina Demasi (2012)
Instructor in Nursing
B.S., LaSalle University
M.S.N., Indiana University of Pennsylvania

Cheryl Doyle (2014)
Instructor in Nursing
M.S.N., Wheeling Jesuit University
B.S.N., Wheeling Jesuit University

Cecilia J. Einloth (1995)
Associate Academic Resource Center Coordinator
B.S., Wheeling College
M.S., University of Maine

Marybeth Emmerth (1989)
Assistant Professor of Clinical Sciences;
Director of Respiratory Therapy Program
B.S., Wheeling Jesuit University
M.S., University of Pittsburgh

Helen M. Faso (1980)
Professor of Nursing
B.S.N., West Virginia University
M.S.N., Medical College of Georgia
Ph.D., University of Texas

Lawrence Jones (1999)
Adjunct Professor for ACT
B.A., Marshall University
M.A., West Virginia University
M.B.A., Wheeling Jesuit University
Ed.D., West Virginia University

Patricia Krause (2013)
Instructor in Nursing
B.S.N., M.S.N., Wheeling Jesuit University

Jeremy S. Larance (2006)
Adjunct Instructor, English
B.A., University of the South
M.A., Louisiana Tech University
Ph.D. candidate, University of Tulsa

Paula Lestini (2008)
Assistant Librarian
B.S., West Liberty State College
M.L.I.S., University of Pittsburgh

Denise Lucas (2015)
Department Chair
Assistant Professor of Nursing
Ph.D., Nursing West Virginia University
M.S.N, Wheeling Jesuit University
B.S.N, Wheeling Jesuit University

Paula C. Makris (2005)
Assistant Professor of English
B.A., Indiana University
M.A., Ph.D., Case Western Reserve University
Adjunct Instructor for ACT
B.A., West Liberty State College
M.S., West Virginia University
M.B.A., Wheeling Jesuit University
Ed. D., West Virginia University

Jeffrey C. Rutherford (2008)
Assistant Professor of History
B.A., SUNY at Binghamton
M.A., SUNY at Albany
Ph.D., University of Texas at Austin

Donna L. Simpson (1990)
Associate Professor of History
B.A., Hood College
M.A., Ph.D., University of Maryland

Andrew Staron (2013)
Assistant Professor of Theology and Religious Studies
B.A., Georgetown University
M.A., University of Chicago Divinity School
Ph.D., The Catholic University of America

Professor of Theology
B.A., University of Detroit
M.A., Indiana University
M. Div., Loyola University
Ph.D., Michigan State

Patricia Stewart (2015)
Instructor in Nursing
A.D.N., WVNCC
A.D.N.,-M.S.N., Walden University

Julie A. Osland (2004)
Associate Professor of Psychology
B.A., Central College
M.A., Ph.D., SUNY Albany

Assistant Professor of Political Science
B.A., Xavier University
M.A., Ph.D., West Virginia University

Genevieve Tremblay (2016)
Assistant Professor of Modern Languages
B.A., Harvard University
M.A., Ph.D., University of Michigan

Denise L. Radaker (2007)
Academic Associate in Modern Languages
B.A., Bethany College
M.S., McDaniel College

Jeanne Schuller (2006)
Assistant Professor of Modern Languages
B.A., St. Joseph Calumet College
M.A., West Virginia University

Kathleen G. Tagg (2006)
Associate ARC Coordinator and Director of the ARC
B.S., St. Joseph Calumet College
M.A., West Virginia University

Georgia Tambasis (2006)
Visiting Assistant Professor of Visual Arts
B.S.N., Thiel College
B.F.A, Youngstown State University
M.F.A., University of Texas at San Antonio
Cheri Taggart (2013)
Instructor in Nursing
M.S.N., Wheeling Jesuit University
B.S.N., Wheeling Jesuit University

Angela C. Thompson (2009)
Assistant Professor of Nursing
B.S., M.S.N., West Virginia University
D.N.P., Chatham University

Ashley Tucholski (2016)
Instructor of Nursing
M.S.N., Wheeling Jesuit University
B.S.N., Pennsylvania State University

Jeremy Vittek (2012)
Assistant Professor, Program Director/Professional Education Department
B.A., Ohio University
M.A., University of Alabama
M.A., Ed.D., West Virginia University

Daniel Weimer (2006)
Assistant Professor of History
B.A., John Carroll University
M.A., Ph.D., Kent State University

Beverly J.B. Whelton (2001)
Associate Professor of Philosophy
B.A., Northeastern University
M.S.N., M.A., Ph.D., The Catholic University of America

John W. Whitehead (1995)
Assistant Professor, BOLD; Assistant Director of the Academic Resource Center
B.A., Eastern College
M.A., Temple University

Deborah A. Wilkinson (2006)
Clinical Assistant Professor of Nuclear Medicine
B.S., Wheeling Jesuit College
M.S.L., Wheeling Jesuit University

Kristopher L. Willumsen (1990)
Associate Professor of Theology
B.A., Syracuse University
M.A., Ph.D., The Catholic University

ADJUNCT FACULTY
Mary Yeager Armstrong, BOLD
Thomas Beatty, BOLD
Sherry Becker-Gorby, BOLD
Rob Behary, BOLD
Leo Boissy, BOLD
Patricia Bowman, Nursing
David Chairez, BOLD
Gary Ciocco
William Cornforth, BOLD
R. Chad Duffield, BOLD
Sean Duffy, BOLD
Sr. Ellen Dunn, BOLD
April Edwards, Nursing
Ronald English, BOLD
Howard Gamble, HCL
Patricia Harris, Nursing
Susan Hutchinson, BOLD
John Huxley, BOLD
Tyrone Lollini, BOLD
Kitty Palausky, BOLD
Dee Ann Price, BOLD
Cam Twarog, HCL
Mary Alice Wise, Nursing
Barbara Yeager, BOLD
Administration — Professional and Graduate Studies

Rev. James Fleming, S.J.............................................. President
Dr. Robert Phillips ........................................... Vice President for Academic Affairs / Dean of Faculty
Dr. Christopher Petrosino ............................. Dean of Graduate & Professional Studies
Wilson Turner .......................................................... Registrar
Christie Tomczyk ............................................ Director of Financial Aid
Janet Roskovich .............................................. Director of Organizational Leadership Programs
D. Jason Fritzman................................. Director of Distance Learning
Rebecca Forney .............................................. Director of Professional and Graduate Studies
Daniel Angalich................................. Associate Director of Enrollment, Education
Melissa Rataiczak................. Associate Director of Enrollment, Business, Health Science, Leadership
Jennifer Nettles ....... Coordinator of Student Services
Carol Carroll....................................................... Office Manager

Information & Correspondence

Wheeling Jesuit University
316 Washington Avenue
Wheeling, West Virginia 26003

Phone: 304-243-2359, 800-873-7665
FAX: 304-243-2397

www.wju.edu
e-mail: adulted@wju.edu

Office of BOLD
Donahue 131................................. 304-243-2250

Professional and Graduate Student Admissions
NTTC 2nd Floor................................. 304-243-2359

Registrar
Acker Science Center ................. 304-243-2238

Library
Swint Hall................................. 304-243-2226

Career Development
Ignatius Hall................................. 304-243-2464

Financial Aid
NTTC 2nd Floor................................. 304-243-2304

Student Accounts
NTTC 2nd Floor................................. 304-243-2222

Campus Shop
Swint Hall................................. 304-243-2231

Veterans' Representative
Acker Science Center ................. 304-243-2238

Information Technology Services
Thomas S. Acker Science Center ....... 304-243-2423
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POST-BACCALAUREATE PROGRAMS
Accelerated Certification for Teaching (ACT) Program

ACT is an online certificate program designed for individuals who hold a bachelor’s degree and seek to qualify for state teacher certification. ACT provides an accelerated pathway into teaching for individuals who have not completed a teacher preparation curriculum but who have considerable life experiences, career achievements, and academic backgrounds that are relevant for teaching in grades 5 through adult. Wheeling Jesuit University’s teacher preparation program is designed to meet the “highly qualified” requirements of the federal No Child Left Behind Act. The teacher preparation course content is a candidate in good standing with the Teacher Education Accreditation Council (TEAC) and approved by the West Virginia Department of Education.

The online ACT program is aimed at individual qualification for a West Virginia Teaching Certificate with reciprocity to other states. Through reciprocity agreements between the states, a West Virginia teaching certificate may be converted to an equivalent or similar teaching certificate in another state. If your state of interest is not West Virginia you can learn more by visiting our Web site www.wju.edu/academics/ACT or speaking with the director of ACT.

ACT provides an accelerated path to teacher certification for both those transitioning into a second career as well as those who already serve in the classroom as temporary, emergency, or substitute teachers who need to earn a formal teaching credential. The online ACT program offers you the flexibility to remain in your present career or your classroom while you prepare to fully enter the teaching profession. In the final semester, full time participation will be required as you fulfill the student teaching requirement. Those who are currently in the classroom can use part of their experiences towards this important part of the certification process.

A Practical Timeline to Certification

A personalized Academic Action Plan (AAP) will be devised just for you. Your plan will be based on an analysis of your college/university transcript(s).

Typically, the online ACT program can be completed in as little as 18 months, including student teaching. Time to completion will vary depending upon experience, coursework, and pace of study. ACT allows you to complete only the requirements you need… not an entire additional bachelor’s degree.

Program Features

• Each course is content rich and related to 5th – adult learning needs.
• No direct, face-to-face campus visits are required allowing you the flexibility to remain living and working in your home town community.
• You will be supported during your student teaching with training by a mentor, teacher/cooperating teacher and through the online community of professionals learning to be educators, just like yourself.

Secondary, 5th-adult, Certification Areas (Concentrations) Available

• Biology
• Physics
• Chemistry
• Social Science/History
• English
• Social Science/Political Science
• French
• Spanish
• General Science
• Multi-categorical Special Education (additional endorsement only)
• Mathematics

Admission Requirements

• Must hold a Bachelor’s Degree from an accredited college or university preferably with a concentration in one of the secondary certification areas available in the ACT program;
• GPA 2.5 in transferred coursework including concentration.
Please note that in order to be hired in any state school system employees must pass a criminal background check. This is included in the West Virginia Teacher’s Certification process.

Tuition and Fees
An up-to-date and complete tuition and fees sheet for the ACT program is available online or in the ACT inquiry packet. This certificate program is offered for less than the traditional full-time tuition rate at Wheeling Jesuit University. Candidates will be asked to write a separate check for their criminal background check which is covered in their teacher license application fee as they conclude their student teaching.

Is Financial Aid Available for the program?
There is financial aid for those who are enrolled in at least 6 credit hours, have filed the FAFSA (www.fafsa.ed.gov), and have not reached their aggregate loan limits for the Federal Stafford Loans. Those who do not qualify for federal aid can apply for a variety of educational loans through private lenders. For more information on loans available, you may call (800) 873-7665 to be transferred to the WJU Financial Aid Office.

As a Service Opportunity College, Wheeling Jesuit University welcomes adult students from the military who are making use of military aid or Montgomery G.I. Bill and other benefits to cover their education costs.

If you are an enlisted military service member or a veteran you may be eligible for educational benefits. Additional resources can be found on our Web site www.wju.edu/academics/ACT or by speaking with Associate Director of Enrollment.

What is my Next Step?
Contact the Associate Director at 304-243-2642 to receive an ACT application and inquiry packet in order for you to take the next step to ACT.

Wheeling Jesuit University
316 Washington Avenue
Wheeling, WV 26003
Fax: 304-243-2397
www.wju.edu/academics/ACT

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Course Descriptions

**PSY 216 Adolescent Psychology (3 cr.)**
A study of basic research and theories concerning development in the adolescent years. **Prerequisite: PSY 110. Required for 5-12 content specialization licensure.**

**PSY 220 Educational Psychology (3 cr.)**
A study of the cognitive and affective dimensions of student behavior with an emphasis on the theoretical conceptions of learning which underlie education methods. **Prerequisite PSY 110.**

**PED 210 Educational Technology (3 cr.)**
Experiences in teaching in technology, with technology, and through technology by incorporating hands-on work with computers and associated peripherals, the Internet, the World-Wide Web, and content software. Strategies for effective integration of technology and the security and ethical issues associated with technology are included.

**PED 232 C (2 cr.) & PED 232 F (1 cr.) Professional Education II: Classroom and Teacher Roles (total 3 cr.)**
Study of teaching, focusing on classroom pedagogical and management strategies, development of objectives, and lesson planning, as well as discussion of the various roles of a teacher. The field component involves observation and teaching experience under the guidance of a K-12 mentor teacher. There is a focus on reflections related to planning, pacing, and teaching strategies. **Core requisite: PED 232 C and PED 232 F.**

**PED 310 Curriculum Development & Methods: Secondary English/Language Arts (3 cr.)**
Study of English/Language Arts curriculum, incorporating specific methods to prepare students to teach secondary English/Language Arts.

**PED 311 Curriculum Development & Methods: Secondary Mathematics & Science (3 cr.)**
Study of mathematics and science curriculum, incorporating specific methods to prepare students to teach secondary math and science.

**PED 312 Curriculum Development & Methods: Secondary Social Studies (3 cr.)**
Study of Social Studies curriculum incorporating specific methods to prepare students to teach secondary Social Studies.
PED 375 Special Topics: Field Experience in Content Area (1 cr.)
Field experiences related to Curriculum Development and Methods course work according to secondary teaching discipline interrelating specific subjects methods with other professional teaching practices.

PED 333 C (3 cr.) & PED 333 F (3 cr.) Exceptionality and Diversity in the Classroom (total 6 cr.)
Overview of the characteristics and needs of exceptional and diverse learners. This course focuses on the curricular and instructional alternatives that address these needs. Emphasis will be on accommodations and modifications, data collection, assistive technology, and collaboration

PED 334 C (2 cr.) & PED 334 F (1 cr.)
Reading in Content Areas (total 3 cr.)
Systematic introduction to current theory, research, and practice in the integration of literacy activities across content areas. Students work in cooperative groups to design, publish, and present a group unit using literacy strategies to address and assess content standards and objectives. The course involves simulated teaching, discussion, position papers, reflective papers, and peer response. PED 334 C and PED 334 F are core requisite. Prerequisite: PED 232.

PED 475 Student-Teaching Seminar (1 cr.)
Further development of knowledge and skills vital to successful teaching, examination of contemporary issues in education and development of a professional portfolio. This class is taken in conjunction with student teaching. Core requisite: PED 481.

PED 476 Evaluation (2 cr.)
Continuation of the development of the knowledge and skills needed to assess various aspects of teaching and achievement by all learners, the appropriate role of reflection and self-evaluation, the examination of research on assessment, and current reform movements. Also presented will be classroom, program, individual, formative, summative, traditional, and alternative assessment models. This course is cross-listed with PSY 315.

PED 481 Student Teaching (Variable: 3 cr.)
A full semester (14 weeks) teaching experience in specific and assigned classes in a K-12 school in the licensure content and programmatic area(s) under the direct supervision of a cooperating teacher selected by University faculty. Prerequisite: Major department and PED approvals. Core requisite: PED 475.

Note: Wheeling Jesuit University's Professional Education Department Teacher Preparation Program functions under approval provided by the West Virginia Department of Education. Course descriptions, credit hours, or requirements may be revised based upon state requirements for candidate licensure. Successful completion of this program leads to licensure in West Virginia. Although West Virginia has reciprocity with most other states, a candidate seeking licensure in another state is responsible for learning of and complying with the requirements for licensure in that state.

In order to obtain teacher certification, students must successfully complete all required national Praxis examinations through the Educational Testing Service (ETS). At a minimum, these include the Core Academic Skills for Educators (CORE) in Reading, Writing, and Math; the Principles of Learning and Teaching exam; and the Praxis II content-area exam. Students must attain the cut-off score established for West Virginia or the state in which they wish to be certified.

Note: Wheeling Jesuit University's Professional Education Department Teacher Preparation Program functions under approval provided by the West Virginia Department of Education. Course descriptions, credit hours, or requirements may be revised based upon state requirements for candidate licensure. Successful completion of this program leads to licensure in West Virginia. Although West Virginia has reciprocity with most other states, a candidate seeking licensure in another state is responsible for learning of and complying with the requirements for licensure in that state.

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Graduate Admission

Admission Requirements
Admission requirements may vary according to the specific graduate program. Therefore, expected admission standards are described under each graduate program.

Application Procedure
Complete applications consist of the following items which are to be sent directly to the Graduate Office:
1. All official college/university transcripts.
2. Graduate school test scores as required by specific program.
3. Three (3) letters of recommendation.
4. Resume of professional experience (graduate business programs only).

Levels of Admission
Students may be admitted in one of the following categories (provisional and special admission are not available to MBA, MSA or DPT students with the exception of transient students):

1. Full Admittance — Students who meet all qualifications of the program to which they have applied.
2. Special Admittance — Students who are interested solely in specific courses for personal development. Normally, no more than twelve hours may be taken by a special admittance student and later applied toward a graduate degree.

Graduate Record Exam or Miller Analogies Test
Applicants should plan to take the required graduate admission test (usually GRE or MAT). Informational brochures may be obtained by contacting the Division of Professional and Graduate Studies. Additional information and registration are available online at www.ets.org/gre and www.milleranalogies.com.

When requesting GRE or MAT scores to be sent to Wheeling Jesuit University, students should indicate the University's graduate code number, which is 5906 for the GRE and 1840 for the MAT.

Academic Policies

Academic Integrity
Written or other work, including computer programs, which a student submits in a course must be the product of his/her own efforts. Students are expected to acquaint themselves with the norms for scholarly writing and research, in particular, to know the distinction between academic honesty and plagiarism. Plagiarism or cheating by a student will result in academic sanctions imposed by the instructor of the course; plagiarism in a major term paper or cheating on a final examination makes a student liable for an “F” for the course, as well as to additional disciplinary action beyond the academic sanction. Students are cautioned against the possession of unauthorized material during any examination or quiz. Alleged incidents of cheating will be handled according to the separately published “Guidelines on Integrity” available from the appropriate director.

Grading System & Scholastic Average
In each graduate course, the student will receive one of the following grades: A, A-, B+, B, B-, C+, C, W, F, or I (Incomplete). The highest passing grade of “A” is assigned for work which is distinguished. The ordinary passing grade of “B” is awarded for course work which is clearly satisfactory at the graduate level. The lowest passing grade of “C” is assigned for work which is minimally acceptable at the graduate level. The failing grade of “F” is given for work which is unsatisfactory. A student who receives grades of “C” or less may be subject to academic review and may be required to withdraw. For purposes of computing scholastic standing, number values are assigned to letter grades as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
</tbody>
</table>
Grades of “W” are not computed in the scholastic average. Grades of “I” are not computed until removed. Grades of “I” must be removed during the semester following the assignment of the “I.” Failure to remove the “I” grade in the required time will result in the grade being administratively altered to “F.” It is the student’s responsibility to assure that an “I” grade is removed within the prescribed time period.

In order to graduate, a student must attain an overall (cumulative) average of 3.0 (B) or higher.

A grade of “X” will be assigned in a course which, by its nature, normally requires work to be done over the course of the entire year (e.g., independent study projects, clinical practicum). If the “X” is not removed by the end of the following semester, a grade of “F” is recorded on the student’s permanent record.

Repetition of Courses
Any course in which a student receives a grade of “B-” or below may be repeated. A student who chooses this option must complete the identical course (or, with approval of the program director, its close approximation). A course may be repeated only once. Before retaking the course, the student must secure the written approval of the advisor. If a student repeats a course, both grades will appear on the transcript, but only the second grade will be factored into the student’s adjusted GPA. This course repetition may not be possible in the physical therapy program.

Special Privilege for Undergraduate Seniors
Undergraduate seniors at Wheeling Jesuit University with at least a 3.0 cumulative average may take up to six hours of graduate business courses, given that there is room in the course, and as long as they have taken the necessary prerequisites. Only six credits can “double count” to fulfill hour requirements in both the undergraduate and graduate programs. These students need to have the approval of the Director of Graduate Business Programs and their academic advisor in order to register for graduate business courses. These students need not submit the admissions documentation required of graduate students.

Course Withdrawals
The following regulations apply to withdrawals from the courses:

1. With the approval of the instructor and the program director, students may withdraw from courses until approximately four weeks before they end. (See academic calendar for date in each semester.) For withdrawals a grade of “W” will be recorded on the permanent record.

2. Any requests for exceptions to this rule must be approved by faculty advisor and submitted in writing for the approval of the program director.

3. Unauthorized withdrawals from courses will result in the student being assigned a grade of “FA” (Failure for Excessive Absences) for those courses.

Course Load
For the definition of full-time and half-time load, consult the appropriate program section.

Transcripts
Official transcripts are issued by the Registrar only upon receipt of written permission or personal authorization from the student involved. Accounts must be cleared in the Business Office before a transcript is issued. Official transcripts bear a fee per copy.

Veterans Educational Assistance
All of the graduate programs qualify for educational benefits to eligible veterans. The Veterans Affairs officer at Wheeling Jesuit University will offer assistance to graduate students applying for veterans educational benefits.

Explanation of Fees
DPT Science Lab Fee
This lab fee is charged every term except the first and last term to students enrolled in the Doctor of Physical Therapy program in order to cover the cost of needed lab supplies.
Audit Fee
The audit fee must be paid to audit a class in any division.

Parking Permit
A parking permit fee for registering a car on campus is assessed yearly.

I.D. Card
A fee is assessed to receive or replace a WJU identification card.

Degree Certification Fee/Graduation Fee
A degree certification fee covers the cost of the graduation ceremony, diplomas, caps and gowns, etc. This fee is charged whether or not the ceremony is attended.

Adult New Student Fee
The new student fee is a one-time fee charged to adult and graduate students for setting up files and transcript availability.

Adult/Graduate/Summer Technology Fee
The technology fee covers the cost of upgrading the technology on campus. This is a semester charge.

NSF Fee
All returned checks will be assessed this fee.

Major Field Test
This fee is paid when taking MBA 520, *Management Policy and Strategy*.

MSOL Materials Fee
This fee is charged in the first semester of the MSOL program to cover the cost of printed modules, handouts and copyright fees.

Payment
All balances are due and payable by August 1 for the fall semester and December 31 for the spring semester. Summer school classes are to be paid in full by the first day of class. Until payment is made or an externally administered deferred payment plan is accepted, registration will be incomplete and the student may not attend classes, or have access to residence hall or meal plans.

The only alternative to payment-in-full is through a contract with an external payment plan endorsed by the University. Information regarding an external plan may be obtained from the Student Accounts Office. WJU will not issue transcripts and reserves the right to withhold diplomas, statements of honorable dismissals, viewing of grades, etc., for students whose accounts indicate an outstanding balance.

Accounts not paid in full by the required due dates may be assessed a monthly finance charge of one and a quarter percent on the unpaid past due charges. The finance charge will not be assessed against those accounts which have contracted for an external payment plan or for students who have company reimbursement. During the period of registration (usually one month), interest for current semester charges will be suspended so that all the necessary paperwork relating to loans, federal grant programs, etc., can be processed.

Student financial aid cannot be credited to a student’s account until the University's Financial Aid Office has certified the aid and the student has completed all paperwork, promissory notes and the entrance interview.

Students are responsible for all attorney's fees and other reasonable collection costs and charges necessary for the collection of any amount not paid when due.

Tuition Refunds
Request for withdrawal must be obtained from the course instructor of the appropriate program. Neither verbal communication nor failure to appear in class or log into an online course via Blackboard will be considered official notification of withdrawal. Refunds will be granted only to students who have followed the procedural policy of completing the proper forms. Refunds will be on a prorated basis, based on the appropriate refund policy, which is determined by the date that the form is received by the Registrar.

Financial Aid Information
The Financial Aid Office coordinates the University, federal and state financial aid programs. This office also provides information regarding scholarships, loans and grants from private sources (non-institutional, non-governmental aid). Detailed information about the variety of aid opportunities and how to apply for them is described in the Financial Aid Programs section of this catalog.
Financial Aid for Graduate/Doctorial Programs

Financial aid, primarily in the form of Federal Direct Unsubsidized Loan is available for students who are fully admitted into their graduate program and enrolled at least half time (six credit hours) each semester.

For federal, University, state and most private aid, family resources are measured by the needs analysis formula of the Free Application for Federal Student Aid (FAFSA). A family’s Expected Family Contribution (EFC) is based upon the information submitted on the FAFSA, which includes income, assets, number of people in the family and other family factors. All students are required to file the FAFSA if they wish to apply for federal, state and University aid and scholarships.

The FAFSA is filed electronically at www.fafsa.gov, an official U.S. Department of Education Web site. You may submit your signatures via U.S. mail or electronically using a PIN. You can apply for your PIN at www.pin.gov.

The difference between the Expected Family Contribution and the Cost of Education (COE) for an academic year represents a student’s “financial need.”

All financial aid is disbursed directly to students’ accounts for charges relating to tuition, fees, room and board, if applicable. Aid exceeding student account charges may be issued as a refund to the student for other educational expenses (books, supplies, etc.).

How to Apply

1. The student must be accepted for admission to the University in order to receive an official offer of financial aid. If applying after January 1, an applicant should apply for financial aid and for admission concurrently.

2. An applicant for financial aid must submit the Free Application for Federal Student Aid and list Wheeling Jesuit University Federal school code: 003831. Once the FAFSA has been filed and processed, the Department of Education (DOE) will send the student and the University an electronic SAR provided the student listed the correct Federal school code. The student and Wheeling Jesuit can make corrections on the SAR and send electronically to the DOE for reprocessing.

3. WJU may require verification of information and may request a copy of an applicant’s IRS Federal Tax Transcript, the applicant parent’s/spouse’s IRS Federal Tax Transcript and the WJU Verification Worksheet. These searches and other financial aid information can all be accessed through http://federalstudentaid.ed.gov/.

Federal Aid Programs

Federal Direct Unsubsidized Loans

A low interest, non-need based federal loan to students is available through the University. For details on this educational loan program, please visit www.studentloans.gov.

Federal Direct Graduate PLUS Loans

Federal Direct Graduate PLUS Loan is a federal loan available to graduate students based on a credit check. This loan, in combination with other aid, cannot exceed educational costs as determined by Wheeling Jesuit University. For details on this educational loan program, please visit the Financial Aid Office website at www.wju.edu/admissions/financialaid/loans_gradplus.asp.

Alternative Educational Loans

Loans offered through private lenders to supplement costs not covered by other financial aid programs. A student may borrow cost of education minus any other aid resource. The application process and terms of these loans depend upon the borrower. For details on these loan programs, visit the Financial Aid Office www.wju.edu/admissions/financialaid/loans_alternative.asp.

Rights & Responsibilities of Aid Recipients

As a consumer of a commodity (financial aid for a higher education), you have certain rights to which you are entitled, and certain obligations for which you are responsible.

You have the fight to know:

• What financial assistance is available, including information on federal, state and institutional financial aid programs?

• The deadlines for submitting applications for the federal aid programs available.

• The cost of attending the University and its refund policy.

• The criteria used by the University to select financial aid recipients.

• How the University determines your financial need.
• What resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need?

• How much of your financial need, as determined by the University, has been met.

• What portion of the financial aid you received is loan aid and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the repayment procedures, and the length of time you have to repay the loan and when the repayment is to begin.

• How the University determines whether you are making satisfactory academic progress and what happens if you are not.

It is your responsibility to:

• Review and consider all information about the University before you enroll.

• Complete all application forms accurately and submit them on time to the right place.

• Pay special attention to and accurately complete your application for financial aid. Errors can result in long delays in receiving financial aid. International misreporting on application forms for federal financial aid is a violation of the law and is considered a criminal offense, subject to penalties under the U.S. Criminal Code.

• Submit all additional documentation, verification, corrections and/or new information requested by the Financial Aid Office.

• Read all forms that you are asked to sign and keep copies of them.

• Accept responsibility for all agreements that you sign.

• Notify the Financial Aid Office of changes in your name, address, housing or enrollment status. (This also applies to loan recipients after they leave the University.)

• Perform the work agreed upon in accepting a work study award.

• Know and comply with the University’s deadlines for application or reapplication for aid.

• Know and comply with the University refund procedures.

• Notify the Financial Aid Office in advance when your course load at the University may be less than full-time. Failure to do so will cause delay in the receipt of your funds.

• Notify the Financial Aid Office of any changes in financial status. Failure to do so can result in termination of financial assistance.

• Maintain satisfactory academic progress. Withdrawal from the University or never attending classes will result in partial or full repayment of aid disbursed for the semester involved.

Withdrawals, Refunds & Add/Drop Policy

Withdrawal from a class or from all classes may impact aid eligibility, both in the semester in which the withdrawal occurs and subsequent semesters. The University’s refunds are made based on University policy as specified in the section below of this catalog. Refunds to financial aid programs are made in compliance with the U.S. Department of Education Federal Title IV Refund Policy regulations, state program policies and University regulations.

Student Withdrawal Financial Aid Refund Policy

Federal Return of Title IV Aid (R2T4)

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

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

\[
\text{Percentage of payment period or term completed} = \frac{\text{the number of days completed up to the withdrawal date}}{\text{the total days in the payment period or term}}
\]

Any break of five days or more is not counted as part of the days in the term. This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

\[
\text{Aid to be returned} = (100\% \text{ of the aid that could be disbursed minus the percentage of earned aid})\times \text{multiplied by the total amount of aid that could have been received.}
\]
been disbursed during the payment period or term.

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

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

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student’s withdrawal.

**Refunds are allocated in the following order:**

- Unsubsidized Direct Loans (other than PLUS loans)
- Subsidized Direct Loans
- Federal Perkins Loans
- Direct PLUS Loans
- Federal Pell Grants for which a Return of funds is required
- Federal Supplemental Opportunity Grants for which a Return of funds is required
- TEACH Grants for which a Return is required
- Iraq and Afghanistan Service Grant for which a Return is required
- Other assistance under this Title for which a Return of funds is required (e.g., LEAP)

The University follows the Federal Return of Title IV Aid refund policy. A student who withdraws from the university will have their tuition and mandatory fees refunded based on a weekly percentage using the following table below:

<table>
<thead>
<tr>
<th>Weeks Completed</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1 completed week</td>
<td>100%</td>
</tr>
<tr>
<td>Before 2 completed weeks</td>
<td>80%</td>
</tr>
<tr>
<td>Before 3 completed weeks</td>
<td>80%</td>
</tr>
<tr>
<td>Before 4 completed weeks</td>
<td>73%</td>
</tr>
<tr>
<td>Before 5 completed weeks</td>
<td>67%</td>
</tr>
<tr>
<td>Before 6 completed weeks</td>
<td>60%</td>
</tr>
<tr>
<td>Before 7 completed weeks</td>
<td>53%</td>
</tr>
<tr>
<td>Before 8 completed weeks</td>
<td>47%</td>
</tr>
<tr>
<td>Before 9 completed weeks</td>
<td>40%</td>
</tr>
<tr>
<td>No refunds after 9 completed weeks</td>
<td></td>
</tr>
</tbody>
</table>

**Add/Drop Policy:**

A student may have a change of registration during the add/drop period, which is during the first week of the semester. Students may add and drop classes without financial or academic penalty during the add/drop period. After the end of add/drop period, a student may no longer add classes or receive tuition refunds for classes that are dropped and a grade of a W (Withdraw) will be recorded for the class(es).

**Renewal of Financial Aid**

Students must reapply for financial aid each academic year. To process your renewal FAFSA online, go to www.fafsa.ed on or after January 1. To remain eligible for aid, students must also maintain satisfactory academic progress. To renew most types of aid, a student must maintain a 2.0 minimum cumulative GPA and earn a minimum of 24 credits per academic year if enrolled as a full-time student.

Part-time students must earn all credits for which they register for each semester. The Financial Aid Office reviews aid eligibility at the end of each semester. If a student’s credit hours or GPA falls below the minimum requirements, financial aid will be withdrawn.

**Veterans**

Wheeling Jesuit University is approved for veterans’ benefits. For information concerning veteran eligibility, contact the Registrar’s Office or your local Veterans’ Administration office. WJU participates in the Yellow Ribbon program.

**Graduate Satisfactory Academic Progress Policy and Procedures**

The Federal Regulations require that institutions monitor the academic progress of each student for federal financial aid assistance and the institution certify that the student is making satisfactory academic progress toward earning his/her degree. The determination of progress must be made at least once a year and before the Financial Aid Office releases any federal aid funds for the subsequent semester. Wheeling Jesuit University will monitor credit hour completion requirements and grade point average at the end of each semester.
**Maximum time frame to earn a degree**

To quantify academic progress, an institution must set a maximum time frame in which a student is expected to complete a program. For an undergraduate program, the maximum time frame cannot exceed 150% of the published length of the program measured in credit hours attempted.

The majority of the graduate programs require 36 credit hours for graduation. The maximum time frame for students in the programs is 54 attempted credit hours (36 x 1.50 = 54). Students whose programs require more than 36 hours for a degree will have a higher limit.

**Withdrawals and Pass/Fail Courses**

Grades of W, WP, WF, and FA are counted as courses attempted and count toward the maximum time frame.

**Incompletes or Grade Changes**

Grades of I and X are counted as courses attempted and count toward the maximum time frame. Students must report any grade change to the Financial Aid Office that may impact their financial aid eligibility.

**Double Majors and/or Minors**

Students who receive approval to pursue a double major/minor will be expected to complete all degree requirements before reaching 180 attempted credit hours.

**Change in Major**

Students who change their majors will be expected to complete all degree requirements before reaching 180 credit hours.

**Transfer Credit Hours**

Students who transfer credit hours into WJU will be counted as credit hours completed and count toward the maximum time frame.

**Repetition of Courses**

If a student repeats a course, both grades will appear on the transcript, but only the highest grade will be factored into the students adjusted GPA. Repeated courses will be counted as courses attempted and count toward the maximum time frame.

**Credit Hour Progression**

To determine enrollment status of a student, the University will use the number of credit hours in which the student is enrolled for on the first day of classes each semester.

* Credit completion requirement for a full-time student (12 + credits/semester): the student is required to complete a minimum of 24 credit hours per academic year.
* Credit completion requirement for a three-quarter-time student (9-11 credits/semester): the student is required to complete a minimum of 18 credit hours per academic year.
* Credit completion requirement for a half-time student (6-8 credits/semester): the student is required to complete a minimum of 12 credit hours per academic year.

**Note:** A student who enrolls at different enrollment levels during the academic year will have the credit completion requirement pro-rated. Example, Full-time enrollment – Fall semester and half-time enrollment – Spring semester, the student must complete a total of 18 credit hours during the academic year.

* Qualitative Standards- Grade Point Averages: A student must maintain at least a 2.000 cumulative grade point average (GPA) to be considered making satisfactory academic progress. If the student’s GPA falls below the cumulative 2.000 requirement for two consecutive semesters, the student will automatically lose federal financial aid eligibility.

**Procedures**

Students receiving financial aid will be evaluated at the end of each semester to determine that he/she is meeting the standards described above. If the student has reached the maximum number of credit hours without earning the degree, the student will no longer be eligible to participate in the federal financial aid programs.

Federal regulations require that these standards apply to all students. This includes first-time aid applicants, students who have previously enrolled at Wheeling Jesuit University, or those who have not been formally placed on probation.

**Financial Aid Warning**

The first time a student experiences academic difficultly, they will receive a “financial aid warning” letter. This letter will remind them of the minimum academic requirements for their financial aid programs and strongly recommend them to take advantage of the academic resources available to them. Students will be eligible to receive federal financial aid during the Financial Aid Warning semester. Students will be
notified that their academic records will be checked again at the end of that semester. Further action may need to be taken if there are no significant improvements during their warning semester. Students can only receive financial aid for one semester under this “warning” status.

**Financial Aid Probation**

If a student fails to reach the maximum number of scheduled hours and the Director of Financial Aid determines that the student has fallen below the completion ratio standards for satisfactory progress, the student will be placed on Financial Aid Probation. The student’s continued eligibility for federal aid will be at risk. Students who fail to maintain the required minimum GPA will also be placed on Financial Aid Probation.

Students on Financial Aid Probation will receive a separate letter that will outline the academic requirements they must meet in order to receive aid for the following semester. If the student on Financial Aid Probation meets the required conditions of the probation, then the student will be permitted to continue to participate in the federal financial aid programs for subsequent semesters. Students that have been placed on probation will be considered as making satisfactory academic progress for the purpose of receiving financial aid as long as they continue to meet the academic requirements outlined in their probationary letter.

The Financial Aid Office will review the academic records of each student on Financial Aid Probation at the end of each semester. If the student is not meeting the terms outlined on their probationary letter, the student will forfeit their federal financial aid eligibility.

**Lack of Satisfactory Progress equals Loss of Eligibility**

Students who lost eligibility to participate in the federal financial aid programs for reasons of academic progress can regain that eligibility by enrolling at Wheeling Jesuit University at your own expense (no financial aid assistance). Within the unfunded semester, the student must demonstrate that they are capable of completing a semester without any failures, incompletes, withdrawals and must show the ability to complete their degree requirements within the time frame.

Students who have been academically excluded from the university and decide to re-enroll are not automatically eligible to continue to participate in federal, state or institutional aid programs.

**Right to Appeal**

A student has the right to submit a written appeal to any decision of ineligibility to continue to receive financial aid. This appeal must be submitted in writing to the Director of Financial Aid within 30 days of notification that the student’s aid eligibility has been lost. Appeal letters must be written by the student and submitted via US postal mail, fax or email. All appeal letters must have the student’s signature. Appeal letters that are emailed must be submitted through their WJU campus email account, which will represent the student’s signature. The Financial Aid Committee will then review all financial aid appeals submitted to the Director of Financial Aid. The appeal can not be based on the need for financial assistance or lack of knowledge that your financial aid was at risk. The appeal needs to be based upon some extenuating circumstance or condition which prevented you from successfully completing your attempted credit hours and/or lack of GPA, or which necessitated that you withdraw from class(es). Students must include in their appeal letter: 1.) Why the student failed to maintain satisfactory academic progress and 2.) What has changed that will allow the student to make satisfactory academic progress during the next semester. Examples of possible situations include death of a family member, serious injury or illness, loss of job, etc.

Students will need to provide documentation along with their appeal letter within the 30 days of notification that the student's aid eligibility has been lost. Examples of possible documentation include death certification, copy of obituary, hospital bills, notification of job loss or overtime work on company letterhead, etc. If no proof of documentation was provided, the Financial Aid Committee will not evaluate the appeal letter. Therefore the student will forfeit any financial aid eligibility.

If you do not have grounds for an appeal or if your appeal is denied, you may still be able to regain your eligibility for future semesters. You will need to enroll at Wheeling Jesuit University at your own expense (no financial aid assistance) and implement an academic plan with the Financial Aid Office and Academic Advisor, in advance for the conditions under which eligibility can be regained.

**Appeal Approval**

Appeals can only be approved if the Financial Aid Appeals Committee determines:

- The student will be able to meet the university’s satisfactory academic progress after the next payment period; or
• The student has agreed to follow an academic plan that, if followed, will ensure the student can meet the university’s satisfactory academic progress guideline by a specific point in time.

The students whose appeals are granted will receive financial aid on a conditional basis for one semester. The conditions will be outlined in the letter sent to the student granting the appeal. The Financial Aid Committee will review the student’s record at the end of each semester to determine their status for the following semester. Students who fail to meet the conditions outlined in their individualized academic plans during their semester will not be able to submit a subsequent appeal.

**Academic Plan Procedure**

In conjunction with the Academic Advisor, students will be required to develop a written Academic Plan as part of any appeal process. The Academic Plan will include any of the following:

• Regular meetings throughout the semester with the Academic Advisor and/or the Academic Resource Center (ARC).

• Specific steps that the student will take throughout the semester to address the academic difficulties that they encountered in previous semesters.

• Students may be referred to other on-campus departments to address any other problems that may have impacted the student’s eligibility to succeed academically.

• Students may also be required to retake courses, review current academic major, faculty early monitoring/academic alerts, and/or conduct inventory on learning styles.

The student’s financial aid eligibility will be reinstated for the upcoming semester upon approval of the students appeal letter and a proposed academic plan. The Financial Aid Committee reserves the right to add additional requirements to the Academic Plan.

**Resources Available for Students:**

- Academic Advisor
- Academic Resource Center
- WJU Student Counseling Services – Health Center
- Campus Ministry
- Career Development Center

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**General Academic Information**

Six graduate degrees are available: Master of Business Administration (MBA), Master of Science in Accountancy (MSA), Master of Science in Nursing (MSN), Doctor of Physical Therapy (DPT), Master of Science in Organizational Leadership (MSOL) and Master of Arts in Education Leadership (MEL), and Wheeling Jesuit also offers Nursing Graduate Post-Masters Certificates.

Classes for most programs are scheduled evenings or are online to provide the greatest convenience for students. The Doctor of Physical Therapy program is a full-time cohort and cannot be completed part-time. Our goal is to develop leadership potential throughout the community: improved management leadership for business and industry; increased numbers of trained professionals in nursing, teaching, and physical therapy.

Prospective graduate students should make application to the individual program director, following guidelines outlined in the Admissions section of this catalog and also in individual program information. Applications can also be made online at the Wheeling Jesuit University Web site, www.wju.edu. Further requirements are listed with the description of each individual program.

**Degree Requirements**

A Master’s degree, recommended by the faculty and approved by the President and Board of Directors, is conferred on candidates who have completed the following requirements (applicable to all except physical therapy):

1. Completion of the number of credits of graduate-level work specified by each individual program, including any necessary prerequisites. (A minimum of 24 hours must be completed at Wheeling Jesuit University; transfer credit may be awarded for up to four (4) graduate courses according to individual program guidelines);

2. An overall grade point average of 3.00 of graduate-level work (B); and

3. Completion of all degree requirements within seven years of initial registration.
International Students

Wheeling Jesuit University welcomes applicants from foreign countries. In addition to the application procedure on page 61, students whose native language is not English are required to submit TOEFL results. A minimum score of 650 (paper based) or 280 (computer GPC based) is required for admission to a graduate program (see individual program requirements). A student failing to meet the English proficiency requirement may choose to enroll in the English Language Institute at Wheeling Jesuit University, a center for intensive English training. Certification of proficiency achieved in the English Language Institute would then meet the English admissions requirement. Since the United States Department of Immigration and Naturalization requires international students to certify financial responsibility, certification of financial resources sufficient to cover University costs must be submitted by the appropriate financial institution.
Master of Business Administration

Change is a part of the modern world. We’ve seen changes in technology, in the economy, in global relations and in the way we live our lives. Business is a part of that change — at times causing change and, at other times, reacting to it. The skills necessary for business are varied; they include leadership skills, analytical skills and marketing skills. Whether in a large for-profit company, an entrepreneurial start-up or even a not-for-profit organization, understanding the concepts of business and applying them effectively is essential for an organization to be successful. It also must be done ethically. The ultimate objective of Wheeling Jesuit’s MBA program is to help students develop the capacity to make and implement successful leadership decisions in an increasingly complex and fast changing business environment.

With its weekday evening classes, the program enables both part-time study for students who are currently employed and full-time study for those able to defer or to take time off from their careers. The faculty includes full-time professors and executives and professionals from the area. All use various techniques to challenge students and enhance their understanding of the subject matter, including case studies, seminars, written and oral reports, group projects and discussions, as well as lectures. Guest lecturers provide insight into current issues in the business areas under discussion. A premium is put on enhancement of students’ writing and presentation skills, as well as their facility in using computers and software in business applications.

The Wheeling Jesuit MBA program is the area’s most established graduate business degree program. More than 800 students have graduated from the program since its founding in 1978. Wheeling Jesuit graduates have achieved leadership positions in business, government and the not-for-profit sector, providing a network of considerable value. The undergraduate and graduate business programs of Wheeling Jesuit University are accredited by the Association of Collegiate Business Schools and Programs (ACBSP). This distinction means that in addition to University-wide accreditation by the North Central Association, the business department programs have met the high standards of this professional accreditation in order to ensure that our curricula, faculty, facilities and internal evaluation processes meet or exceed recognized national standards. The program is not limited to those with undergraduate degrees in business. Qualified candidates from other academic backgrounds are encouraged to apply.

Admission Requirements

Admission to the MBA program is open to qualified graduates of colleges or universities accredited by a regional accrediting agency, or by a comparable agency in another country. In general, an undergraduate GPA of 2.80 is required.

Applications must be supported by official transcripts from all previous colleges and universities attended, a resume, and three letters of recommendation. Application can be made online at www.wju.edu. Applications must be received for the fall term by August 1 for the spring term by Dec. 15 and for summer sessions by April 15. International students presenting transcripts from institutions outside the U.S. must submit an official Test of English as a Foreign Language (TOEFL) score. Generally, a score of at least 650 is required; however, otherwise exceptional applicants with a score of 550-600 may be accepted conditionally.

Curriculum

The MBA curriculum consists of 10 core courses, two electives and up to four foundation courses. Some or all of the foundation courses may be waived in recognition of prior business education. With the foundation courses waived, a student must complete 36 credit hours (12 courses) to earn the MBA.

Foundation Courses — Basic Tools (Required but waivable)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 496</td>
<td>Analytical Methods for Business Decision-Making</td>
</tr>
<tr>
<td>MBA 497</td>
<td>Accounting and Financial Concepts</td>
</tr>
<tr>
<td>MBA 498</td>
<td>Economics Concepts</td>
</tr>
<tr>
<td>MBA 499</td>
<td>Management and Marketing Concepts</td>
</tr>
</tbody>
</table>
Core Requirements — Common Body of Knowledge
(All required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 500</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>MBA 502</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>MBA 503</td>
<td>The Ethical Environment of Business</td>
</tr>
<tr>
<td>MBA 505</td>
<td>Quantitative Business Analysis</td>
</tr>
<tr>
<td>MBA 506</td>
<td>Managerial Economics</td>
</tr>
<tr>
<td>MBA 508</td>
<td>Management of Financial Resources</td>
</tr>
<tr>
<td>MBA 510</td>
<td>Accounting for Management Control</td>
</tr>
<tr>
<td>MBA 512</td>
<td>Operations Management</td>
</tr>
<tr>
<td>MBA 520</td>
<td>Managerial Policy and Strategy (requires completion of core courses)</td>
</tr>
<tr>
<td>MBA 525</td>
<td>Leadership Skills</td>
</tr>
</tbody>
</table>

Electives — Student’s Choice (Two are required)

Wheeling Jesuit offers a variety of business electives during the regular academic year, as well as during the summer. Areas of study will vary. An approved internship may also be used to fulfill an elective.

In addition, a student may take any approved Master of Science in Accountancy (MSA) course to fulfill the elective requirements.

Foundation Courses
Individual foundation courses may be waived if the student has successfully completed an equivalent course or courses at the undergraduate or graduate level. In addition, any of the basic foundation courses may be waived by examination. There is a nonrefundable fee charged for each waiver examination taken. An applicant’s transcripts and resume are reviewed when an application for admission is received. Following acceptance into the program, applicants are advised in writing which foundation courses, if any, are to be waived and which courses will be required. The conditions for waiving a specific course are as follows:

MBA 496 Analytical Methods for Business Decision Making
Review of statistics, business applications of calculus and modern analytical and decision tools

MBA 497 Accounting and Financial Concepts
Principles of Accounting (two semesters)

MBA 498 Economics Concepts
Principles of Economics (two semesters)

MBA 499 Management and Marketing Concepts
Both Principles of Management and Principles of Marketing

A minimum grade of “C” denotes successful completion of an undergraduate course used to waive a foundation course; a grade of “B” denotes successful completion of a graduate level course.

Transfer Credit
The core of the program plus electives amounts to 36 hours of course work. A minimum of 24 of these hours at the 500 level (8 courses) must be completed at Wheeling Jesuit University. Thus, up to 12 hours (four courses) may be eligible for transfer credit. Such credit is available only for graduate-level courses and only when the quality and comparability of the courses is approved by the head of the graduate business program. (Transfer credit will not be awarded for courses with grades below “B.”)

Academic administrative policies permit grants of transfer credit for earned master and doctoral degrees. In many instances, a student may be granted as many as 6 hours of credit (2 courses) for work done in law, social work, educational administration, engineering, etc. The prior advanced degree is considered to provide a concentration and thus makes up all or a portion of the elective hours required in the program.

Equivalency Privilege
A student who feels that he or she has substantial prior background in a particular area may request to substitute a course or courses.

The equivalency privilege, if granted, does not reduce the total credit requirement. It does, however, provide the opportunity for the student to explore other areas of interest.

The equivalency privilege may not be applied to MBA 520 Managerial Policy and Strategy, which is the capstone course of the program.

Curriculum Sequence
The foundation course requirements should be completed early in the student’s program of study. Prerequisite course requirements listed in the course descriptions must be met. Courses in a functional area such as Marketing Management or Management of Financial Resources should be completed prior to more advanced work in the functional area. Any student
who feels well-prepared in a particular area may, with permission, substitute a more advanced course in the same area. The course in Managerial Policy and Strategy requires completion of seven of the core courses. Ideally, it should be taken in the last semester, to provide a means of integrating the various areas of course work.

In general, each foundation-level and core-level course will be offered at least once each year. Courses offered during summer sessions are determined by a survey of the needs of the students and faculty interests.

The following courses are generally offered in the semester noted:

### Fall Semester
- MBA 497 Accounting and Financial Concepts
- MBA 500 Organizational Behavior
- MBA 503 Ethical Environment of Business
- MBA 505 Quantitative Business Analysis
- MBA 508 Management of Financial Resources
- MBA 520 Managerial Policy and Strategy

### Spring Semester
- MBA 496 Analytical Methods for Business Decision Making
- MBA 506 Managerial Economics
- MBA 510 Accounting for Management Control
- MBA 512 Operations Management
- MBA 520 Managerial Policy and Strategy

### Summer Sessions
Summer classes are offered in two six-week sessions. Classes meet in the evening twice a week in each session. The following courses are generally offered in the summer.
- MBA 498 Economic Concepts
- MBA 499 Management and Marketing Concepts
- MBA 502 Marketing Management
- MBA 525 Leadership Skills

### Course Load
Three courses per semester (nine credit hours) constitute a full-time load for graduate students. Two courses per semester (six credit hours) constitutes a half-time load for graduate students (Fall and Spring). This applies, as well, to summer sessions I and II (inclusive).

### Honors
The Russell E. Younkins medal is awarded each year at commencement to the MBA student with the highest grade point average.

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**Master of Science in Accountancy**

Most states have adopted the 150-hour education requirement to sit for the CPA exam established by the American Institute of Certified Public Accountants (AICPA). To meet that need, Wheeling Jesuit University developed the Master of Science in Accountancy (MSA) degree. The MSA is designed to expand the student’s accounting knowledge base, provide additional background useful in passing the CPA exam and, if successfully completed, provide the student with an additional graduate-level credential. The undergraduate and graduate business programs of Wheeling Jesuit University are accredited by the Association of Collegiate Business Schools and Programs (ACBSSP). This distinction means that in addition to University-wide accreditation by the North Central Association, the business department programs have met the high standards of this professional accreditation in order to ensure that our curricula, faculty, facilities and internal evaluation processes meet or exceed recognized national standards.

The MSA is a professional non-thesis degree program designed for undergraduate accounting majors who wish to pursue an advanced degree in the field and qualify to sit for the CPA exam. The program requires 30 semester hours to complete, assuming undergraduate requirements have been met. Classes meet in the evening once a week.

### MSA Admission Requirements
Applicants for this graduate program will be evaluated on the basis of their academic record, recommendations and personal and professional accomplishments. Admittance to the program is contingent on an overall grade point average of 2.80. The Graduate Management Admissions Test (GMAT) is not required.
Applicants to the graduate accountancy program should, at a minimum, have completed with a minimum grade of “C” the following prerequisite courses or their equivalents: Computer Science (or demonstrate a working knowledge of electronic spreadsheets and at least one other software package), Statistics, Calculus, Principles of Accounting I & II, Principles of Economics I & II, Principles of Management, Principles of Marketing, Principles of Finance, Management Science, Intermediate Accounting I & II, Cost Accounting, Federal Income Taxation, Business Law, Advanced Accounting, and Auditing. Applicants to the graduate program in accountancy who have already passed the CPA exam will not be required to make up deficiencies in the above coursework.

Curriculum

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MBA 503</td>
<td>Ethical Environment of Business</td>
</tr>
<tr>
<td>MBA 506</td>
<td>Managerial Economics</td>
</tr>
<tr>
<td>MBA 508</td>
<td>Management of Financial Resources</td>
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<tr>
<td>MSA 509</td>
<td>Law for Accountants</td>
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<tr>
<td>MSA 534</td>
<td>Auditing and Professional Auditing Standards</td>
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<tr>
<td>MSA 553</td>
<td>Controllership</td>
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<tr>
<td>MSA 554</td>
<td>Advanced Tax Accounting</td>
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<tr>
<td>MSA 560</td>
<td>Accounting Profession and Its Environments</td>
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</tbody>
</table>

Plus two electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MSA 539</td>
<td>Advanced Information Systems</td>
</tr>
<tr>
<td>MSA 541</td>
<td>Contemporary Accounting Theory</td>
</tr>
<tr>
<td>MSA 573</td>
<td>Internship in Accounting</td>
</tr>
<tr>
<td>MBAxxx</td>
<td>MBA elective, with approval of the Director</td>
</tr>
</tbody>
</table>

Course Scheduling

To facilitate planning, the following core course schedule is a guideline. However, it may be adjusted based on demand and academic need:

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
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</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MBA 506</td>
<td>Managerial Economics</td>
</tr>
<tr>
<td>MSA 553</td>
<td>Controllership</td>
</tr>
</tbody>
</table>

Summer Sessions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSA 534</td>
<td>Auditing and Professional Auditing Standards</td>
</tr>
</tbody>
</table>

Course Load

A minimum of three courses (nine credits) constitutes a full-time load at the graduate level. Two courses per semester (six credits) constitutes a part-time load for graduate students (Fall and Spring). This also applies to summer session I and II (inclusive).

CPE for CPAs, CMAs & Others

Not all accountants wish to complete an entire MBA or MSA degree program and may prefer to take one or more courses in order to meet CPE requirements or for their own personal or professional growth. To meet this need, practicing accountants may take one or more graduate-level accounting courses without becoming fully matriculated students. After six such courses are completed, with a “B” average, the student will receive a certificate indicating completion of a core of advanced-level professional accounting courses.

Honors

The Mark Bischof Medal is awarded each year at commencement to the MSA student with the highest grade point average.
Course Descriptions

MBA and MSA

MBA 496 Analytical Methods for Business Decision Making (3 crs.)
(waivable, see MBA program information)
This course provides a review of statistics and a non-technical discussion of the basic application of differential and integral calculus in managerial decision making, as well as an introduction to modern quantitative decision tools.

MBA 497 Accounting and Financial Concepts (3 crs.)
(waivable, see MBA program information)
This course provides in-depth coverage of financial accounting and introduces the student to the fields of managerial accounting and the basic concepts of corporate finance.

MBA 498 Economics Concepts (3 crs.)
(waivable, see MBA program information)
This course covers a broad spectrum of microeconomic and macroeconomic concepts. Topics will include: national income determination; the level of employment; inflation; price determination; and market structures.

MBA 499 Management and Marketing Concepts (3 crs.)
(waivable, see MBA program information)
An overview of the basic management functions of planning, organizing, staffing, directing, and controlling. Incorporates ideas and findings from the classical, human relations, behavioral, quantitative, systems and contingency approaches to management. In addition, an introduction to the basic concepts of marketing is provided. Topics covered include market segmentation, product planning, pricing, distribution and promotion.

MBA 500 Organizational Behavior (3 crs.)
This course is concerned with the understanding, prediction and control of human behavior in an organizational setting. The primary emphasis is from a psychological perspective although concepts from other social sciences may be included.

MBA 502 Marketing Management (3 crs.)
An analysis of marketing problems and concepts from a management viewpoint. The course stresses the relationships between overall corporate strategy and the marketing function. Topics include: market structure; distribution policies; pricing; sales management; product development; promotion and advertising; demand analysis and measurement; and consumer behavior. Managerial decision-making and the formulation of a formal marketing plan are the central focus of the course. Prerequisite: MBA 499

MBA 503 The Ethical Environment of Business (3 crs.)
Philosophical study of the nature, types and criteria of human value with a study of ethical principles and major philosophies in the area. Special emphasis will be paid to the analysis of contemporary ethical problems in the world of work. Discusses the importance of management decisions in a business-centered society, such as the United States; the desire of businessmen to do what is right; the difficulties they sometimes encounter in acting ethically; and the complexity of their ethical dilemmas. Case studies will be extensively used.

MBA 505 Quantitative Business Analysis (3 crs.)
A computer-aided introduction to the broad range of topics in the field of management science. Topics include: linear programming; model design; transportation model; inventory models; queuing theory; probability; decision analysis; sensitivity analysis; network analysis; computer simulation and project management. Prerequisite: MBA 496.

MBA 506 Managerial Economics (3 crs.)
A course dealing primarily with the application of economic concepts and analysis to managerial decision-making. Topics include: demand analysis and forecasting; price determination and marketing policy, production and output decisions; capital investment decisions; profitability and cost analysis. The computer will be employed to illustrate the application of quantitative and economic techniques to real business problems. Prerequisite: MBA 496, 498.

MBA 508 Management of Financial Resources (3 crs.)
A study of the financial decision-making process within the business firm. Analyzes the problems, policies and functions involving financial management. Topics include capital market theory, cost of capital and capital budgeting decisions, capital structure and dividend policies and financial planning models. Prerequisite: MBA 498.

MBA 509 Law for Accountants (3 crs.)
This course addresses the significant legal issues relevant to accounting and financial practices. This includes topics such as Sarbanes-Oxley, tax law and
valuation practices. Teaching methods include class
discussion, cases and examinations. **Prerequisite:**
*Business Law.*

**MBA 510 Accounting for Management Control (3 crs.)**
This decision-making course emphasizes the use of
managerial accounting concepts and techniques in a
wide variety of organizational settings and functions.
**Prerequisite:** MBA 497.

**MBA 512 Operations Management (3 crs.)**
This course is designed to provide a background
in production and operations in manufacturing
and service organizations by teaching the student
effective tools for decision-making. Specific topics
covered include: manpower planning and control,
inventory management, distribution systems, workflow
planning and control, facilities planning and design,
resource allocation, quality control systems, research
and development, project planning and control,
forecasting, network analysis and quality control.
**Prerequisite:** MBA 505.

**MBA 520 Managerial Policy and Strategy (3 crs.)**
This capstone course is concerned with the development
of approaches for defining, analyzing, and resolving
complex strategic problems of profit and nonprofit
organizations. Cases are used to place students directly
into managerial roles with the responsibility of defining
problems, developing solutions, and defining these
solutions. At the option of the instructor, the course may
involve the use of computer management simulation
games. **Prerequisite:** Completion of 75% of 500 level
courses.

**MBA 525 Leadership Skills (3 crs.)**
Beginning with an assessment of each student’s current
leadership skills, this course offers opportunity to
enhance existing skills and gain new ones. The course
is also the basis for an ongoing mentoring program with
experienced faculty.

**MBA 530 Management of Human Resources**
This course is concerned with the management and
development of human resources. Considers topics
such as the determination of personnel needs; selection
of employees; the designing of effective personnel
policies; compensation; health and safety; Equal
Employment Opportunity Programs; and labor relations.
**Prerequisite:** MBA 500.

**MBA 531 Communications and Interpersonal Relations**
Successful communication is frequently a causal
factor in organizational effectiveness. This case-
oriented course examines the fragile nature of the
communication process. Opportunities for students
to learn and practice techniques for improving their
communications skills are provided. **Prerequisite:** MBA
500.

**MBA 533 The Legal Environment of Business**
The historical development, basis, and role of law in
modern society, with special reference to the role and
application of basic legal principles in modern industry.
Law is studied as one of the dynamics of society and as
a major determinant of managerial action.

**MSA 534 Auditing and Professional Auditing Standards (3 crs.)**
This course covers the history and development of
auditing theory, practice, and professional standards
and provides masters level students with discussions
of the philosophical and practical aspects of major
auditing topics. Various auditing topics are selected for
discussion and for written research reports including:
the theory of evidence; collection and analysis of
evidence; materiality; internal control; ethics; the
role of auditing in society; auditors’ responsibilities;
planning and administration of an audit; reporting;
use of statistical analysis; audits of EDP systems;
the application of auditing standards; and new audit
directions and perspectives. **Prerequisite:** ACC 406 or its
equivalent.

**MSA 539 Advanced Information Systems (3 crs.)**
This course provides the manager with a conceptual
framework for using computer technology to meet
strategic business goals. The latest information
technology is discussed in the context of how it affects
business operations and human resources. Primary
focus is on the organizational and managerial aspects of
information systems. Information systems development
methods are evaluated. Other topics include internal
controls, electronic data interchange, ethical issues and
global information systems. Student performance is
primarily based on case studies; projects and classroom
involvements. **Prerequisites:** MBA 510 or equivalent,
MBA 512; Core requisite: MBA 500.

**MSA 541 Contemporary Accounting Theory (3 crs.)**
This course is designed to systematize the theoretical
foundations provided by all previous financial
accounting courses. The aim of this course is to provide
students with a general survey of financial accounting theory and policy. Students should emerge from this course with (1) increased knowledge about accounting research and the standards-setting process; (2) familiarity with various financial accounting paradigms; and (3) an in-depth understanding of the major problem areas in financial accounting. Topics include: various theories of income; alternative asset valuation bases; experimental applications in published financial statements; new developments in accounting theory; and current issues and problems in accounting.

**MBA 542 Consumer Behavior and Marketing Communications**
Analyzes the factors that influence consumer behavior as the consumer goes through the decision-making process in the marketplace. Uses an interdisciplinary approach to identify the individual, social, environmental, and business influences on potential customers. Studies the development of communications programs developed for various segments of the market with emphasis upon the promotional mix used. **Prerequisite:** MBA 500, MBA 502.

**MSA 543 Advanced Management Accounting**
An advanced study of cost concepts as they relate to the administrative process. Topics include: information and human behavior; management accounting concepts and conceptual frameworks; decision-making concepts; forecasting; extensions of cost-value-profit analysis; cost-benefit analysis of information; investigating of variances; allocation issues; social accounting and audits; strategic planning; advanced capital budgeting; performance evaluation; behavioral and quantitative aspects of transfer pricing; human resource accounting; ethics; etc. **Prerequisite:** MBA 505 and MBA 510 or its equivalent.

**MSA 544 Investment Analysis and Management**
This course provides a background for judgment in the management of investments. Studies individual and institutional investment objectives and policies in relation to short- and long-term risks. **Prerequisite:** MBA 508.

**MBA 545 Readings in Leadership**
A readings course to familiarize the student with the leadership literature, classic and contemporary. **Prerequisite:** MBA 500.

**MSA 546 Cases in Managerial Finance**
Case studies dealing with operating problems in financial management; decision-making analysis of financial problems affecting both sources and expenditures of funds on either a long- or short-term basis. **Prerequisite:** MBA 508.

**MBA 547 Contemporary Economic Issues**
The relationship of economic theory and the real world. An examination of current socioeconomic problems, issues, and alternative solutions. Topics include: unemployment, inflation, productivity, government regulations, national debt, health care, pollution, and the use of natural resources. **Prerequisite:** MBA 498.

**MBA 548 Labor-Management Relations**
This course begins with a study of the history of the labor movement with careful consideration being given to the changing industrial and legal environment. Given this historical perspective, the course proceeds to analyze collective bargaining practices and procedures.

**MBA 550 Entrepreneurial Development of the U.S.**
This course focuses on the role that entrepreneurs have played in the economic development of the United States as seen from a historical perspective. After consideration of a variety of theories vis-à-vis entrepreneurship, the course surveys American’s economic development from colonial time to the present. The dominant economic philosophy of each distinctive era of development is linked to a macro and microeconomic analysis of the economy and study of particular entrepreneurs and their firms.

**MBA 551 Strategic Management and Development in Technology and Innovation**
As more business organizations engage in high technology as their principal focus, either in developing new technology or competing in a high technology industry, it is important to address their unique aspects. This course is intended to investigate some of the management issues related to a high technology business environment. Students will explore the topic through the use of a text and supplemental material. In addition, guest speakers will also be invited. Some of the major topics are: strategic management in high technology industries, management of research and development functions, technology transfer, and strategic marketing issues in high technology industries.
MBA 552 Business Through Literature
Imaginative literature reflects a variety of cultural, social, political, economic and philosophical perspectives toward business that have been found in American society. Students in this course will explore these viewpoints, through reading and discussing novels, plays or excerpts of novels. Several guest speakers will be invited to class. In addition, films may be used as the basis for class discussion. Topics that will be discussed include: capitalism vs. socialism, liberty vs. equality, individualism vs. communitarianism, the role of the government, democracy, totalitarianism, unionism, the welfare state, crooked money, easy money, the problem of inherited wealth, materialism, Puritanism, etc. Images of the businessman that appear in fictional works will also be covered. These include the businessman as: Scrooge-like miser, confidence man, robber baron, hero, superman, technocrat, organization man, small businessman, buffoon, rugged individualist, corporate capitalist, financial capitalist, etc.

MSA 553 Controllership (3 crs.)
This course studies the controller function within the contemporary organization. The controller is typically the chief accounting officer. The course studies the different functions for which the controller has traditionally been responsible as well as the changing role of the controller in the age of information technology. Prerequisite: MBA 510 or ACC 311 or its equivalent.

MSA 554 Advanced Tax Accounting (3 crs.)
An examination of the federal tax treatment of corporations, partnerships, S corporations, fiduciaries, gifts, estates and trusts, and an introduction to social security taxes and tax research and methodology. Emphasis is placed on the concepts of income, deductions and credits; recognition and non-recognition of gains and losses from dispositions of property; the determination of entity and investor basis; distributions from, and liquidation of, the business entity; administrative provisions of the tax law; and tax planning. Prerequisite: ACC 405 or its equivalent.

MSA 560 The Accounting Profession and Its Environment (3 crs.)
An integrative course which examines the ethical, legal, economic, social and political aspects of the accounting environment. Topics include: ethical dilemmas in accounting; the accounting standards-setting process; the structure of the accounting profession; professional conduct; the legal responsibilities and liabilities of professional accountants; user perceptions of professional accountants; and the impact of changing technologies and social institutions on accounting. Prerequisite: MBA 534.

MSA 573 Internship (3 crs.)
The internship is a structured work practicum at an accounting firm or performing accounting functions at a for-profit or not-for-profit organization. A weekly journal and deliverable, either a project or paper are also required. The student's current job is not eligible for internship credit.

Master of Science in Nursing

Contact Persons:
Angela Thompson, DNP, FNP-BC, WHNP-BC
Director, Family Nurse Practitioner Program

Janet Bischof, Ph.D., R.N., NE-BC, CNE
Director, Nursing Administration and Nursing Education Specialist Programs

The Master of Science in Nursing program is fully accredited by the Commission on Collegiate Nursing Education and offers majors in nursing administration, family nurse practitioner and nursing education specialist. The curriculum is designed to accommodate the registered nurse graduate student who desires to remain employed. The coursework in the MSN program is offered online. The faculty recognizes that each person is a unique individual who is an integral member of many systems. Each of these systems interfaces with other complex and changing systems that create the unique fabric of each individual environment.

Emphasis on the concepts of system, critical thinking, advanced practice and change is integrated throughout the MSN curriculum. As the MSN program prepares the professional nurse for advanced practice, the nurse will think critically and make the best possible decisions for the betterment of the advanced practitioner, the client, the organization, and the overall environmental system. Central to the concepts of system, critical thinking and advanced practice is the continuous and dynamic
process of change. The MSN graduate will possess the necessary skills to influence the change process and enhance the quality of healthcare for the betterment of mankind and the overall health care system. The purpose of the masters program in nursing is to prepare registered nurses for professional leadership and advanced practice roles and to contribute to the development of nursing and healthcare knowledge.

Courses are offered online with one required on campus presentation (MSN 540 or MSN 569). Technology requirements include purchase of Typhon (for required documents and case logs) and Remote Proctor device for clinical quizzes and tests.

Graduates from the MSN program are prepared to:
1. Assume leadership positions in health care, education, and other settings;
2. Contribute to the development of nursing knowledge and translate into evidence-based practice;
3. Ensure the delivery of safe, quality, and innovative patient care;
4. Assume responsibility for the management of patient care; and
5. Lead inter-professional teams.

Admission Requirements
1. Graduation from an accredited nursing program with a Bachelor of Science in Nursing degree (BSN);
2. 3.0 undergraduate cumulative average;
3. A total score of 286 on the first two sections on the Graduate Record Exam (GRE) OR a score of 400 on the Miller Analogies Test (MAT)*;
4. Successful completion of undergraduate courses in statistics and research;
5. Current unencumbered licensure as a registered nurse;
6. Essay that includes the following information:
   - Identify the MSN track you wish to pursue
     + Nursing Administration
     + Education Specialist
     + Family Nurse Practitioner (Primary Care)
   - Describe your decision and motivation to seek graduate education in this particular track
   - Identify your career goals
   - What personal attributes will contribute to your success as a masters prepared nurses?
   - How the MSN Program will meet your professional goals (limited to two type-written, double-spaced pages). This essay is not to exceed 3 double spaced pages. Address all the points above. This is your opportunity to demonstrate your writing skills. Consideration will be given to both the quality of writing and congruence with WJU's MSN program goals.
7. Three (3) letters of recommendation; and
8. An interview may be requested.
9. Completed background check.
* GRE may be waived for Wheeling Jesuit University BSN graduates.

Transfer Credit
Up to six graduate credits (two courses) in nursing may be eligible for transfer credit. Such credit is available only for graduate level nursing courses and only when the quality and comparability of the work meets with the approval of the Graduate Admissions Committee. Transfer credit will not be awarded for courses with grades below a “B.”

Course Load
Three courses (nine credits) constitute a full-time course load for the graduate student.

State Authorization Reciprocity Agreement
The State Authorization Reciprocity Agreement is a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state (NC-SARA, 2016).

The following states do not have SARA agreements, therefore, the WJU nursing department cannot accept students for their online education courses from the following states: California, Connecticut, Delaware, DC, Florida, Hawaii, Kentucky, Massachusetts, New Jersey, New York, North Carolina, South Carolina, Utah, and Wisconsin.
Curriculum for the Master of Science in Nursing

Core Courses for all Majors

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MSN 500</td>
<td>Nursing Theories</td>
</tr>
<tr>
<td>MSN 501</td>
<td>Nursing Research I</td>
</tr>
<tr>
<td>MSN 503</td>
<td>Health Care Policy and Politics</td>
</tr>
<tr>
<td>MSN 525</td>
<td>Health Care Delivery Systems &amp; Economics</td>
</tr>
<tr>
<td>MSN 533</td>
<td>Health Promotion</td>
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</tbody>
</table>

Nursing Administration

The Master of Science in Nursing with a major in nursing administration is designed to prepare nurses for leadership and management positions in a variety of health care settings. Through an integration of concepts from nursing, business and management, graduates of the program are prepared to assume leadership positions in health care settings, to contribute to the development of nursing knowledge, to demonstrate responsibility for the management of the nursing organization, and to function as a member of the executive management team.

Graduates will be prepared to:
1. Demonstrate advanced communication skills;
2. Exhibit critical-thinking skills in their profession and in life;
3. Demonstrate the use of advanced technologies as needed;
4. Assume administrative leadership positions in health care settings;
5. Contribute to the development and translation of evidence based practice related to nursing administration;
6. Demonstrate the skills necessary to assume accountability of the quality and cost effectiveness and safety of nursing care;
7. Manage aspects of the nursing organization that impacts patients, families, populations, and the community; and
8. Function as an effective member of the interdisciplinary management team.

Curriculum for the Nursing Administration Major

The curriculum has three components. The first component is the nursing core and contains those courses basic to any master of science in nursing program. The second component contains nursing administration courses which are specific to this program. The third component consists of support courses in business. Each course is three credits unless otherwise specified; the program requires a total of 42 credits.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MSN 520</td>
<td>Nursing Administration I</td>
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<tr>
<td>MSN 521</td>
<td>Nursing Administration II</td>
</tr>
<tr>
<td>MSN 524</td>
<td>Financial Management</td>
</tr>
<tr>
<td>MSN 527</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>MSN 528</td>
<td>Communications and Interpersonal Relations</td>
</tr>
<tr>
<td>MSN 529</td>
<td>Advanced Comprehensive Assessment</td>
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<tr>
<td>MSN 540</td>
<td>Capstone</td>
</tr>
<tr>
<td>MSN 541</td>
<td>Practicum</td>
</tr>
<tr>
<td>MSN Elective</td>
<td>(3 credits)</td>
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</tbody>
</table>

Family Nurse Practitioner

The Master of Science in Nursing degree with a family nurse practitioner major prepares nurses for the advanced practice family nurse practitioner role and national certification. The track integrates concepts from nursing, science, and family practice to give the experienced nurse the advanced in-depth body of knowledge necessary to practice in the expanded registered nurse role as a provider of primary health care.

Graduates will be prepared to:
1. Demonstrate advanced communication skills;
2. Exhibit critical-thinking skills in their profession and in life;
3. Demonstrate the use of advanced technologies as needed;
4. Assume the role of the family nurse practitioner as a leader in the delivery of health care;
5. Contribute to the development of nursing knowledge and translate evidence-based practice;
6. Ensure the delivery of safe, quality, and cost effective primary care;
7. Manage the care of patients with acute and chronic illnesses responsibly; and
8. Function as an effective member of the interprofessional health care team.

Curriculum for the Family Nurse Practitioner Major

The curriculum is divided into three components. The first component is the nursing core and contains those courses basic to any master of science in nursing program. The second component contains the family nurse practitioner clinical core. The third component consists of primary care courses specific to the Family Nurse Practitioner role. The program requires completion of 51 credit hours of graduate study.

Clinical Core Courses
- MSN 530 Advanced Pathophysiology
- MSN 531 Advanced Health Assessment
- MSN 532 Advanced Pharmacology
- MSN 569 Advanced Practice Role Seminar

Family Nurse Practitioner Courses
- MSN 565 Advanced Practice Nursing in the Primary Care of the Infant, Child, and Adolescent
- MSN 566 Advanced Practice Nursing in the Primary Care of Reproductive Health
- MSN 567 Advanced Practice Nursing in the Primary Care of the Adult
- MSN 568 Advanced Practice Nursing in the Primary Care of the Aging Adult

Nursing Education Specialist

The Master of Science in Nursing degree with a major in nursing education is designed to prepare nurses for positions in a variety of educational settings. This program integrates concepts from nursing, science and education and prepares graduates to assume educational positions in schools of nursing, various health care settings and community health education. Additionally, students further develop their skills and abilities to contribute to the development of nursing knowledge, ensure the delivery of quality and cost-effective patient care and function as a member of the interdisciplinary team.

Graduates will be prepared to:
1. Demonstrate advanced communication skills;
2. Exhibit critical-thinking skills in their profession and in life;
3. Demonstrate the use of advanced technologies as needed;
4. Assume leadership roles related to curriculum, instruction, and evaluation in nursing and health care;
5. Contribute to the development and translation of evidence based knowledge related to curriculum, instruction and evaluation;
6. Provide educational strategies that assist others to ensure the delivery of quality and cost effective patient care;
7. Evaluate and promote the competencies needed for the management of patient care; and
8. Function as an effective member of the interprofessional education team.

The curriculum has three components. The first component is the nursing core and contains those courses basic to any master of science in nursing program. The second component contains nursing education courses which are specific to this program. The third component consists of the clinical core. The program requires 39 credits.

Nursing Education Courses
- MSN 514 Curriculum and Instruction
- MSN 515 Evaluation
- MSN 516 Educational Technology
- MSN 540 Capstone
- MSN 541 Practicum

Clinical Core Courses
- MSN 529 Advanced Comprehensive Assessment
- MSN 530 Advanced Pathophysiology
- MSN 532 Advanced Pharmacology
Course Descriptions

**MSN 500 Nursing Theories (3 crs)**
An examination of conceptual models and theories used to guide nursing education, practice, and research. The integration of grand and middle range theories. Scientific underpinnings from various disciplines are incorporated into discussing and critiquing theory.

**MSN 501 Nursing Research (3 crs)**
Exploration of both original research process and evidence based practice is explored. The research process will include completion of a research proposal to resolve or explore practice issues. Ethical considerations of the research process are studied. Research is critiqued related to levels of evidence. Literature search skills are refined. Disseminating research results and use as a change agent is evaluated. **Prerequisite or co-requisite: MSN 500.**

**MSN 503 Health Care Policy and Politics (3 crs)**
The study of political, social, economic and ethical influences within the health care delivery system. Special attention is given to how change occurs and to how government (local, state, federal, global) regulations, stakeholders, consumerism, and court, agency and legislative actions impact on health care. Interprofessional collaboration is explored in achieving policy change. Incorporating research findings into policy change with the masters prepared nurse in a leadership role is explored.

**MSN 514 Curriculum and Instruction (3 crs)**
This course applies theories and concepts from education, psychology and related fields to the development and analysis of curriculum materials, including classroom and clinical teaching methods. The concept of lifelong learning is explored.

**MSN 515 Evaluation (3 crs)**
This course examines methods of measurement and various evaluation models and their application for analyzing student, health, and program outcomes. In depth examination of exam question development and test analysis is explored. Health literacy is incorporated into curriculum/teaching development.

**MSN 516 Educational Technology (3 crs)**
This course applies the use of computer technology, audiovisual, multimedia and the Internet in curriculum design to improve patient and student education. Immersion into new technologies such as computer programs, communication, social media, and data management programs.

**MSN 520 Nursing Administration I (3 crs)**
The study of organizational theory, its applications and the basic principles of management, managerial technologies and managerial processes as they relate to administrative practice. Legal and ethical aspects of these issues are discussed.

**MSN 521 Nursing Administration II (3 crs)**
Explores elements of patient care delivery systems such as continuous quality improvement, root cause analysis, failure mode analysis, risk management, standards of care and policy development. Quality initiatives are explored at a local, state, and national level. The financial effect of quality is included.

**MSN 524 Financial Management (3 crs)**
Involves the study of health care budgets, productivity, staffing, variance analysis and patient acuity factors. Attention is given to the nurse manager's budgeting and financial management responsibilities. Technology is incorporated into developing a budget. Business planning and marketing issues and strategies are also addressed.

**MSN 525 Health Care Delivery Systems & Economics (3 crs)**
Explores the impact of managed care on the healthcare system. Emphasis is on understanding and implementing aspects of managed care and includes the financial, political, legal and ethical issues. Changes related to health care reform will be covered including: quality processes, health care reform, technology, and patient safety. The student will develop an understanding of how health care delivery systems are organized, financed, and changed.

**MSN 529 Advanced Comprehensive Assessment**
This course will review comprehensive assessment skills across the lifespan to equip nursing educators and administrators to improve the quality of patient care delivered. This course incorporates assessment skills, history and physical requirements, and documentation of these findings. Online simulation technology will be utilized. Students acquire the requisite advanced knowledge and skills within a case-based, problem focused learning framework that integrates theoretical, empirical, and experience-based practical knowledge.
**MSN 530 Advanced Pathophysiology (3 crs)**
This course builds on knowledge of basic anatomy and physiology to examine alterations in cell and tissue mechanisms that cause disease and how these processes produce signs and symptoms that are recognized clinically. Students explore a variety of topics, such as immunity, inflammation, infection, and malignancy. They also examine a range of disease processes across the lifespan, using the body systems approach including hematologic, renal, neurologic, gastrointestinal, and cardiovascular disorders.

**MSN 531 Advanced Physical Assessment (4 crs)**
This course focuses on providing students with advanced knowledge and skills in history taking and performing a physical assessment of individuals across the lifespan. Emphasis is placed on the collection, interpretation, and synthesis of relevant historical, genetic, biological, cultural, psychosocial and physical data for the development of a comprehensive health assessment. Students critically analyze data to determine differential diagnoses and establish an accurate assessment of health status. Episodic, focused, and comprehensive assessments are the cornerstone of the course. Students are required to complete 56 clinical hours in a primary care setting obtaining patient histories and performing physical examinations across the lifespan with the guidance of a clinical preceptor. Emphasis is placed on history taking, physical examinations, including episodic, focused, and comprehensive assessments along with accurate documentation. Differential diagnosis is introduced.

**MSN 532 Advanced Pharmacology (3 crs)**
The course provides the student with an understanding of pharmacological principles such as pharmacokinetics, pharmacodynamics, drug metabolism, and dose-response relationships across the lifespan. Course content is geared towards providing the student with a solid foundation of the major pharmacological drug classes surrounding disease processes affecting the major organ systems, specifically therapeutic effects and adverse reactions, patient safety, and education.

**MSN 533 Health Promotion (3 crs)**
Current research, theory, and practice trends of advanced nursing in health promotion, genomics, patient safety, and disease prevention across diverse populations will be examined. Population based health outcomes will be addressed across the continuum.

**MSN 540 CAPSTONE (3 crs)**
Provides the students the opportunity to synthesize and apply acquired knowledge and skills to the analysis and prescription of alternative courses of action for the problems and policy issues encountered by nurse managers and educators.

**MSN 541 PRACTICUM (3 crs)**
A clinical course (168 practicum hours) in which students are placed with preceptors in nursing or other administrative positions to apply concepts to actual practice.

**MSN 565 Advanced Practice Nursing in the Primary Care of the Infant, Child, and Adolescent (6 credit hours)**
This course provides nurse practitioner students with the knowledge necessary for the practice of primary health care of children. Course content includes the principles of health promotion, disease prevention and assessment, diagnosis, and management of common primary health care problems in diverse pediatric populations. Using a family-centered and developmental perspective, related advanced pathophysiology, advanced pharmacology, psychosocial factors, and ethical considerations are explored. Students are required to complete 168 clinical hours in a pediatric primary care setting. With the guidance of a clinical preceptor students learn how to identify, diagnose, and manage common primary health care problems. They also gain confidence in clinical experience in a primary healthcare setting that provides opportunities to assess, diagnose, and manage acute and chronic illnesses commonly found in infants, children and adolescents. **Prerequisites: MSN 530, 532, 531C & D.**

**MSN 566 Advanced Practice Nursing in the Primary Care of Reproductive Health (6 credit hours)**
This course focuses on women and men from adolescence through maturity within the context of their sexual and reproductive development. The course provides the nurse practitioner student with the knowledge necessary to address the reproductive needs of patients in primary care. Content addresses pre- and post-natal care; health maintenance issues; common sexual and reproductive health problems; and sexuality and reproductive changes in men and women related to special health issues and aging. Related advanced pathophysiology, advanced pharmacology, psychosocial factors, and ethical considerations are explored. Students are required to complete 168 clinical hours in a primary care, urologic, obstetrical and gynecology practice setting. With the guidance
of a clinical preceptor students learn how to identify, diagnose, and manage common primary health care problems associated with reproduction. They also gain confidence in clinical practice settings that serve women and men at different points in the sexual and reproductive continuum. **Prerequisites:** MSN 530, 532, 531C & D.

**MSN 567 Advanced Practice Nursing in the Primary Care of the Adult (6 credit hours)**

This course provides the nurse practitioner student with the knowledge necessary to provide comprehensive primary care to adults (18-65). Course content includes the principles of health promotion and disease prevention. Emphasis is on assessment, diagnosis, and management of common health problems, acute and stable chronic illnesses in the adult population. Related advanced pathophysiology, advanced pharmacology, psychosocial factors, and ethical considerations are explored. Students are required to complete 168 clinical hours in a primary care setting seeing adult patients. With the guidance of a clinical preceptor students learn how to identify, diagnose, and manage common problems seen in primary care and manage acute and stable chronic illnesses. They also gain confidence in clinical experience in a primary healthcare setting that provides opportunities to assess, diagnose, and manage acute and chronic illnesses commonly found in adults. **Prerequisites:** MSN 530, 532, 531C & D.

**MSN 568 Advanced Practice Nursing in the Primary Care of the Aging Adult (6 credit hours)**

This course provides the nurse practitioner student with the knowledge necessary for providing primary health care to the aging population (over 65). Course content includes the principles of health promotion, disease prevention and assessment, diagnosis, and management of common primary health care problems, and chronic illnesses in diverse elderly populations. Emphasis is placed on developmental needs and the pathophysiologic processes underlying common conditions. The impact of the family on the health of the elderly is explored. This course integrates the principles of health promotion, disease prevention, rehabilitation, and ethical decision making. Students are required to complete 168 clinical hours in primary care settings seeing aging population of patients. With the guidance of a clinical preceptor students learn how to identify, diagnose, and manage common problems seen in primary care and manage acute and stable chronic illnesses common in the elderly. They also gain confidence in clinical experience in primary healthcare settings that provide opportunities to assess, diagnose, and manage acute and chronic illnesses commonly found in the elderly. **Prerequisites:** MSN 530, 532, 531C & D.

**MSN 569 Advanced Practice Role Seminar (2 credit hours)**

The focus of the course is on the role transition and issues unique to the specific role of the advanced practice nurse practitioner. Preparation for professional practice is emphasized and includes certification requirements, prescriptive authority, collaborative agreements, contract negotiation, continuing education, professional liability and ethical clinical practice. Students make professional presentations at a mandatory on-campus day on a variety of topics. In preparation for certification, a comprehensive exam is taken in this course. Must be taken concurrently with the last clinical course prior to graduation.

**MSN 527 Organizational Behavior (3 crs)**

This course prepares clinicians with skills in organizational behavior, clinical operations and system design, quality measurement and risk management, fiscal operations and systemic change and project management. It integrates individual behavior with organizational behavior. Specialized skills in organizational politics and policy development, implementation and impact analysis will be acquired. Working as an organizational leader, students are prepared for entry into mid-level clinical leadership and management positions.

**MSN 528 Communication and Interpersonal Relations (3 crs)**

To promote successful communication for individuals, groups, and organizations. This case-oriented course examines the fragile nature of the communication process. Opportunities for students to learn and practice techniques for improving communication skills in a variety of health care situations are provided.

**One year RN experience required to take any clinical course**
Nursing Graduate Post-Master’s Certificates

Post-Master’s certificates provide nurses with Master of Science in Nursing (MSN) degrees an opportunity to acquire specialized skill that may not have been offered in their master’s degree programs. The School of Nursing at Wheeling Jesuit University addresses this gap by offering three Post-Master’s Certificates. Post-Master’s certificates ranges from 21 to 27 credits. These programs are offered online.

Post Master’s Certificate — Nursing Education (15 crs)

- MSN 514 Curriculum & Instruction (3 crs)
- MSN 515 Evaluation (3 crs)
- MSN 516 Educational Technology (3 crs)
- MSN 540 Capstone (3 crs)
- MSN 541 Practicum (3 crs)

Graduate courses in Advanced Health Assessment, Advanced Patho, & Advanced Pharmacology are required.

Post Master’s Certificate — Nursing Administration (21 crs)

- MSN 520 Nursing Admin I (3 crs)
- MSN 521 Nursing Admin II (3 crs)
- MSN 524 Financial Management (3 crs)
- MSN 527 Organizational Behavior (3 crs)
- MSN 528 Communications and Interpersonal Relations (3 crs)
- MSN 540 Capstone (3 crs)
- MSN 541 Practicum (3 crs)

An undergraduate or graduate course in Advanced Health Assessment is required.

Post Master’s Certificate — Family Nurse Practitioner (29 crs)

- MSN 531 Health Assessment (4 crs)
- MSN 565 Advanced Practice Nursing in the Primary Care of the Infant, Child, and Adolescent (6 crs)

- MSN 566 Advanced Practice Nursing in the Primary Care of Reproductive Health (6 crs)
- MSN 567 Advanced Practice Nursing in the Primary Care of the Adult (6 crs)
- MSN 568 Advanced Practice Nursing in the Primary Care of the Aging Adult (6 crs)
- MSN 569 Role Seminar (2 crs)

*(Those who complete the Family Nurse Practitioner Program are eligible for certification in West Virginia, but should contact their home states for procedure to apply for certification elsewhere).

Applications for Admission

1. A Bachelor’s degree in nursing (official transcript)
2. A Master’s degree in nursing (official transcript) GPA of 3.0 or above
3. Current unencumbered licensure as a registered nurse
4. Current CV or resume
5. Essay that includes the following information:
   - Identify the MSN track you wish to pursue
   - Nursing Administration
   - Education Specialist
   - Family Nurse Practitioner (Primary Care)
   - Describe your decision and motivation to seek graduate education in this particular track
   - Identify your career goals
   - What personal attributes will contribute to your success are a masters prepared nurses?
   - How the MSN Program will meet your professional goals (limited to two type-written, double-spaced pages).

   *This essay is not to exceed 3 double spaced pages. Address all the points above. This is your opportunity to demonstrate your writing skills. Consideration will be given to both the quality of writing and congruence with WJU’s MSN program goals.*

6. Two reference letters
7. An interview may be requested
Master of Science in Organizational Leadership

The Master of Science in Organizational Leadership offers its participants opportunities to develop the intellectual and personal skills required of managers and executives of today’s and future organizations. This program’s course work is delivered in an online format.

This is accomplished through a series of rigorous examinations of historic and current theory related to the organizational development discipline, always emphasizing the application and relevance of the theories to real world work settings and situations.

The student is directed through a sequence of modules that begins with the study of the theoretical underpinnings of the discipline and their application to real world situations. This study provides the backdrop and framework for the other three content areas and the research and thesis.

The organization’s external environment and its impact are analyzed and assessed with a view to developing facilitative and collaboration skills in the program’s participants. The significant role strategic partnerships play, as integrating factors for the external environment components, is explored.

Similar analyses and assessments of the internal environment of organizations are completed. The principles and best practices of Total Quality Management systems approach (TQM) are explored as a tool for creating and sustaining effective organizations.

Finally, the personal and interpersonal skills required of a leader are studied from both theoretical and practical aspects.

The unifying experience that gives depth and meaning to the course sequence is the Master’s thesis. This capstone work is the result of research that is streamed throughout the course sequence. The final products will represent the research efforts of the students related to a specific problem facing an organization or a proposed change envisioned by the organization.

Graduates of the program will demonstrate the following personal and professional competencies:

- An integrated systems approach to organizational leadership. The flexibility to adapt leadership styles and theories to various settings. The ability to carefully analyze organizational needs and challenges and to provide resolutions that are supported by the organization. The facilitation of effective interpersonal communication.
- Providing skilled employee motivation through the development and facilitation of team management. An understanding of the complex interface between the internal and external environments of an organization. The ability to direct organizational change processes.
- Excellent oral and written communication skills. Technical skills related to the quantitative aspects of an organization. An ethical approach to business and employee relations. Inspired leadership that enables an organization to excel.

The program consists of four dimensions and a thesis spread over 14 months. The courses in each are listed below:

**Foundations: (6 credits)**
- Concepts of Leadership
- Leader as Change Agent
- Leading with Integrity and Creativity
- Thesis: 7 credits (over 14 months)

**Project Management**
- Research Methods
- Thesis and Thesis Defense

**Environmental Dimensions: (5 credits)**
- Legal Environment
- Government: Partner/Regulator
- Community: Opportunity/Challenge
- Strategic Partnership Development

**Structural Dimensions: (8 credits)**
- Systems Analysis
- Financial Analysis
- Marketing Analysis
- Process Analysis
- Quality Management
Personal Dimensions: 7 credits
Leader as Communicator
Leader as Motivator
Leader as Strategic Thinker/Visionary
Leader and Spirituality

MSOL Admissions Requirements:
• A Bachelor’s Degree from a regionally accredited college or university;
• A minimum 2.75 undergraduate GPA;
• A minimum of three years full-time professional work experience or evidence of significant work/life experience documented by a current resume; and
• An interview may be required to finalize admission process

Course Descriptions

Foundations
MSL 500 Concepts of Leadership (3 crs)
An in depth analysis of the philosophical and psychosocial principles underlying classic and contemporary theories of organizational leadership and their application to today’s and future workplaces form the basis upon which the degree program is built.

MSL 501 Leader as Change Agent (1 cr)
The role of the leader in the organization development process is analyzed with regard to an organization’s culture and its natural resistance to change. Classic and contemporary theorists’ responses are studied. The significance of transformational leadership in contemporary organizations is compared and contrasted with the transactional leadership style commonly found in organizations.

MSL 502 Leading with Integrity and Creativity (2 crs)
The study of the elements involved in the creative process and their significance to effective leadership and successful organizations culminates in the development of a work environment that encourages, sustains and rewards creativity. A study of classical and contemporary philosophers’ thinking regarding ethics is conducted. Case studies are utilized to apply the theories. An organization’s social responsibility and the leader’s ethical stance within an organization are examined in detail.

Thesis
MSL 517 Project Management (1 cr)
The module integrates change, creativity, and systems theories as they apply to the research/development functions of an effective organization. As part of the integrated theory application, an organization’s processes are analyzed.

MSL 518/519 Research Methods (2 crs)
The module offers an overview of research paradigms, design, data collection, qualitative and quantitative methods of analysis for applied research. The content is designed to have direct application to the student's thesis.

MSL 520 Thesis and Thesis Defense (4 crs)
The thesis is envisioned as the integrating, capstone experience for the program’s curriculum. As such, its development is streamed throughout the course sequence. A specific organization is selected as the research site. The organization identifies a situation requiring leadership intervention in terms of corrective action or a new initiative. The student researcher uses the corporation as a “real world” setting for analysis and application throughout the curriculum and applies professional research methods to address the identified situation. The thesis is ultimately presented in written form, as well as, an oral defense.

Environmental Dimensions
MSL 503 Legal Environment (1 cr)
Focuses on law and social change as it relates to the environment in which organizations operate. The principles and practices of case law related to consumer/employee law, tort and personal/corporate liability, intellectual property, and contracts receive special consideration.

MSL 504 Government: Partner/Regulator (1 cr)
The module explores the interrelationships between government, politics and organizations. Local, national and international cases are studied. Leadership strategies to influence public policy are considered.

MSL 505 Community: Opportunity/Challenge (1 cr)
The module studies the relationship between organizations and their local/regional communities. Techniques for the development of community assessment instruments are studied and tested. An organization’s social responsibility to its community is developed.
**MSL 506 Strategic Partnership Development (2 crs)**
Through the analysis of case studies, the significance of strategic alliances in the development of effective organizations will be explored. An analysis of the specific leadership skills required to thrive in such an environment is conducted.

**Structural Dimensions**

**MSL 507 Systems Analysis (1 cr)**
The course is designed as a review of systems theory and its approach to organizational development and the analysis of an organization’s problems and opportunities.

**MSL 508 Financial Analysis (2 crs)**
The role and significance of an organization’s financial systems are studied. Special attention is given to budget development and monitoring systems, and the interpretation of financial statements.

**MSL 509 Marketing Analysis (2 crs)**
The focus of the course is an analysis of the principles and practices involved in marketing an organization, its products or services. The relationship and distinction between marketing, promotion and sales are developed.

**MSL 510 Process Analysis (1 cr)**
This module applies financial, marketing and process theories to actual project management techniques. An analysis of the tools required for efficient and effective product/service delivery is conducted.

**MSL 511 Quality Management (2 crs)**
The principles and best practices of Total Quality Management (TQM) are studied. The theories underlying the socio-technical design principles are studied and case studies analyzed. The leadership skills required to develop and sustain a TQM system in an organization are assessed. The organizational paradigm shifts required for an organization to adopt such an operational model are also assessed.

**Personal Dimensions**

**MSL 512 Leader as Communicator (2 crs)**
The course serves as a review of the theoretical concepts of interpersonal communications with a particular emphasis on the theory and practice of effective group dynamics. A leader’s role as a team builder and the essential role teams play in “world class” organizations are stressed.

**MSL 513 Leader as Motivator (1 cr)**
A review of classical and contemporary motivation theories serves as the basis for the application of the theories in “real world” organizations. Through a case study approach, effective organizations’ best practices are studied. The leader’s role in the motivational process as it relates to self directed teams receives special consideration.

**MSL 514 Leader as Strategic Thinker/Visionary (2 crs)**
The focus of the module is to understand the significance of and the process involved in strategic planning. An evaluation of the techniques required, the leader’s roles as an effective communicator and motivator, and the quantitative aspects of strategic planning and their place in the strategic management process are studied.

**MSL 515/516 Leader and Spirituality (2 crs)**
This module is streamed through the curriculum sequence. It traces the principles of St. Ignatius Loyola’s Spiritual Exercises as they relate to modern day leaders. Leadership role models are studied as expressions of an integrated life’s core values: self-awareness, ingenuity, love and heroism.

**Master of Arts in Education: Education Leadership**

**Contact Persons:**
Jeremy Vittek, Ed.D.
Bonnie Ritz, Ed.D.

The Master’s in Education Leadership (MEL) is a component of the Wheeling Jesuit University Professional Education Department. This graduate-degree program is a highly focused, research-based, theory-to-practice model providing students with a choice of two tracks:

1. **School and School System Leadership** (designed to lead candidates to West Virginia licensure as a principal, curriculum supervisor, or superintendent) and;
2. **Instructional Leadership** (designed for classroom teachers or others interested in gaining leadership skills).
The MEL program is a collaborative effort among candidates, Wheeling Jesuit University, and Pre-Kindergarten – Grade 12 schools, providing candidates with real-world, authentic, problem-based field experiences. Course work is delivered through distance learning, and the program is designed to allow candidates to complete residency (field) requirements in a school or school system of their choosing with university approval. The program is also designed to accommodate the schedules of most working educators.

With careful planning, program participants can complete the entire degree in approximately one year, with classes offered in the Fall, Spring, and Summer semesters. Students may be admitted to the program at the beginning of any semester.

Introductory courses provide candidates with intensive course work designed to lay the foundation for the Residency experience. Candidates work closely with cooperating, experienced educators (instructional coaches) for approximately 200 hours during each of the two residency courses in a host school, as well as with a University supervisor. During that time, the candidate will continue the rigorous course work leading to the Master's Degree. Post-residency courses involve scholarly reflection on the residency experience, completion of all requirements, continuation of learning skills and strategies needed to be highly effective educators, as well as the development of a professional portfolio, research proposal, or capstone experience.

Candidates receive instruction from highly-qualified faculty members and from their instructional coaches. They gain a combination of research-based Education Leadership theory, authentic experiences, important mentoring, practical skills, and valuable professional contacts.

MEL students become part of a professional learning community, in which they give and receive support and feedback. Candidates should be computer literate, self-directed, and motivated learners with good organizational, time management, and study skills in order to be successful.

Admission Requirements

- Completed graduate admission application
- Official transcripts from all colleges attended
- Cumulative undergraduate GPA of 2.5. (A minimum cumulative GPA of 3.0 must be maintained in the program.)
- Professional teaching certificate (if seeking administrative license)
- Graduate Record Exam (GRE) or Miller Analogies Test (MAT) (The GRE or MAT is waived for WJU graduates with a 3.0 GPA and for those who have already earned a master's degree)
- GRE score requirements:
  - Verbal – min 146; Quantitative – min 140; Writing – min 3.0 (test after July 2012)
  - Verbal – min 400; Quantitative – min 400; Writing – min 3.0 (test prior to July 2012)
- MAT score requirement: 400
- Current résumé
- Personal goal statement

For direct admission to the School and System Leadership track, applicants must be currently employed as a full time teacher and have two years of teaching experience. Applicants not meeting the listed criteria can be admitted directly to the Instructional Leadership track.

Note: A minimum of 21 hours must be completed at Wheeling Jesuit University. Transfer credit may be awarded for up to five graduate courses.

Course Offerings

School and School System Leadership

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MEL 580  Residency II

Summer I
MEL 530  Transformational Leadership
MEL 590  Professional Development Design

Summer II
MEL 540  School Resource Management
MEL 600  Systems Thinking for Education Leaders

Instructional Leadership

Summer III
MEL 500  Global Teaching and Learning
MEL 510  Communication and Negotiation

Fall
MEL 550  Field-Based Action Research
MEL 560  Administrative Technology: Data Driven Decision Making
MEL 570  Residency I
MEL 580  Residency II

Spring
MEL 535  Problem-Based Learning
MEL 600  Systems Thinking for Education Leaders
MEL 570  Residency I
MEL 580  Residency II

Summer I
MEL 525  Psychology of Student Engagement
MEL 565  Differentiating Instruction

Summer II
MEL 555  Meeting Unique Learning Needs
MEL 600  Systems Thinking for Education Leaders

Course Descriptions

MEL 500 Global Teaching and Learning (3 crs)
Educators will understand how to realign and modify their curricula to facilitate instruction that meets the needs of 21st-century learners. Participants will refine and articulate their roles as educators and change agents in an era of reform. They will explore societal and economic factors driving educational change, identify critical learning and employability skills, and examine innovative instructional approaches that help teachers integrate 21st-century context, content, assessment, and skills into mastery-based lesson plans.

MEL 510 Communication and Negotiation (3 crs)
This course involves the study of verbal and nonverbal techniques that allow clear and direct communication. Students will understand the consequences of poor communication and ways to avoid it through open communication and correcting communication breakdowns. A study of active listening, tailoring your discussion to the audience, and body language will be examined in order to help educators learn to engage effectively with others. Participants will also understand how to set clear expectations and manage language and cultural barriers. The second half of the course deals with negotiation strategies. Participants will learn how to plan their negotiation strategies. Participants will learn how to plan their negotiations and learn best practices to counter negative aspects of human interactions, as well as manage team negotiations and help get past impasses and gridlocks.

MEL 520 Education Law and Ethics (3 crs)
School systems are charged with the duty of preparing children to become productive members of society. As such, the number and complexity of legal issues arising in the education context is growing. The legal framework for K-12 education will serve as the basis for this course. It will include such themes as control of public schools; instruction and curriculum standards; religion and public schools; students, the law, and public schools; due process and student safety; liability and student records; individuals with disabilities; the teacher and school liability, discrimination in employment; teacher freedoms; and tenure, dismissal, and collective negotiations.

MEL 525 Psychology of Student Engagement (3 crs)
Participants will demonstrate knowledge, understanding, and application of theories and principles of psychology that enhance student engagement and, thus, student achievement. Areas of emphasis in this course will be human development, learning, memory, motivation, individual differences, instruction, classroom management, assessment, and evaluation.
MEL 530 Transformational Leadership: Organizational Theory (3 crs)
Participants will analyze leadership styles in order to develop effective, contemporary education-transformation models. They will explore the importance of faculty development, motivating staff and students, and creating dynamic learning environments. They will analyze effective leadership styles and be able to explain the application of transformational leadership to implement innovation. Also emphasized will be research-based leadership strategies to counteract resistance to change, as well as to deal with the political and economic factors affecting change.

MEL 535 Problem-Based Learning (3 crs)
Participants will be able to demonstrate an approach to learning in which problems serve as the stimulus for students to gain course concepts and content, as well as metacognitive skills. In this PBL environment, students are charged with a project that involves confronting a problem before they receive all the information necessary to solve it. Students work in teams to define the nature of the problem, to identify what additional resources they need, and to find viable solutions. Faculty members act as facilitators by asking questions and monitoring group processes as students actively pursue viable solutions. Faculty members also guide students to resources. Students must generally re-apply the new knowledge to the original problem and communicate the results of their findings.

MEL 540 School Resource Management (3 crs)
Participants will review and analyze major issues and the means for managing institutional resources in education. Emphasis is placed on fiscal, human, and physical resources. Participants will understand school funding and accounting procedures, as well as examine issues regarding facilities management.

MEL 550 Field-Based Action Research (3 crs)
This course introduces methods of qualitative inquiry and examines the principles of action research, a form of systematic study used to address challenging issues in the classroom, school, or district. Course topics include forms of qualitative inquiry, problem identification, selection of appropriate research methods, collecting and analyzing data, developing an interpretation, and reporting qualitative research. Students will read and evaluate qualitative studies in education, develop a basic fluency with qualitative research methods, and gain hands-on experience in applying such methods through class assignments and an action-research project.

MEL 555 Meeting Unique Learning Needs (3 crs)
Participants will be able to implement teaching strategies designed to create multiple paths that allow students of different abilities, interests, or learning needs experience equally appropriate ways to absorb, use, develop, and apply concepts as part of the daily learning process. Particular emphasis will be placed on effective instructional strategies for students with special needs and limited English proficiency. Participants will be able to vary content, process, and process in unit and lesson plans. They will demonstrate proficiency in teaching the same curricula to all students, but individualizing the complexity of the content, learning activities and/or products in order for all students to be challenged and none are left unable to learn.

MEL 560 Administrative Technology: Data-Driven Decision Making (3 crs)
Improving student learning and achievement can be accomplished most effectively through the use of data analysis to understand student learning needs and to make instructional decisions. Participants will gain knowledge and skill in using data to improve student learning. Educators will learn the importance of using data to plan appropriate instructional experiences and to identify and analyze the measures of data to understand student learning needs. Participants will develop the practice of gathering and analyzing data in a systematic and continuous manner.

MEL 565 Differentiating Instruction (3 crs)
Participants will learn how to identify students’ readiness levels, interests, multiple intelligence profiles, and learning styles. They will design rich, tiered activities and assessments that allow students of all ability levels to learn the same essential concepts in different ways. Students will analyze examples of successful differentiated activities and differentiated instruction in classroom management. Core concepts addressed in this course are understanding effective differentiation strategies and how to create environments that support the needs of all students in a diverse classroom.

MEL 570 Residency I (3 crs)
During this course, students are placed in host K-12 schools for a minimum of 200 hours under the aegis of an instructional coach who is considered to be a
highly effective veteran educator. The student will gain an understanding of the authentic, day-to-day interactions in a real-world setting. Students will develop and evaluate their own professional skills through the opportunity to engage in a PBL situation. This experience will allow students to engage in the reflective practitioner process as a result of immersion in the field experience.

**MEL 580 Residency II (3 crs)**
This is a continuation of Residency I. Students are placed with an instructional coach for a minimum of 200 hours to gain more in-depth experience in a host K-12 school, as well as opportunities to practice and reflect on leadership theory as applied to authentic school-related experiences. The student will gain insight and construct meaning regarding the work of leadership in the school setting.

**MEL 590 Professional Development Design (3 crs)**
In this course, students will research current trends in instructional design. They will work collaboratively in a PBL exercise of producing and planning the delivery of a professional development program. The result will be a course portfolio containing workshop materials, instructional strategies research, needs assessment, application skill steps, motivational strategies, workshop proposal, workshop matrix, trainer's manual, coaching worksheets, and training summary with evaluation.

**MEL 600 Systems Thinking for Education Leaders (3 crs)**
This course examines the interconnectedness among the elements that comprise the whole system to determine how a change in one area of the system may impact other areas of the system and how that influences the work to be done. Participants will navigate in an online environment, assess prior knowledge of systems thinking, review research and synthesize the commonalities among these works, examine individual systems, analyze and evaluate system components, understand the impact of change, and analyze issues through the lens of systems. They will apply knowledge to improve and solve problems at the school district or building level.

**MEL 620 Custom-Tailored, Constructivist Workshop (Variable 1-3 crs)**
Elective curricula designed to meet the specific needs of professionals, schools, and/or systems using best practices, constructivist theory, and information technology. Involves the integration of research to practice. Time offered determined by department.

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### Doctor of Physical Therapy

**Contact:**
[contact information]

### The Profession

Physical therapists are health care professionals who provide services, such as direct patient care, supervision, management, research, teaching and consultation. Physical therapists may engage in independent practice or may be employed by hospitals, rehabilitation centers, extended care facilities, outpatient clinics, schools, and home health agencies. Employment opportunities are readily available in most regions of the country. The vision statement of the American Physical Therapy Association is “transforming society by optimizing movement to improve the human experience.”

### Professional Education Program

The professional curriculum uses a Problem-Based Learning (PBL) model rather than the traditional lecture method of presentation. Students are assigned to tutorial groups of five to eight students and guided by a faculty tutor toward self-directed learning. Supervised laboratory sessions and clinical education experiences in a variety of settings are used for the practice of clinical skills. Due to the unique curriculum design, transfer of professional course work is unlikely. The Doctor of Physical Therapy degree is awarded upon successful completion of the program. The graduates are also prepared to take the physical therapy licensure examination. Our graduates excel on this examination with a pass rate above the national average.
The professional curriculum consists of two and one half years of intensive course work and clinical assignments spanning six consecutive terms in residence plus one online term at the beginning of their studies. Class, laboratory and clinical education assignment times include both daytime and evening hours. Enrollment in additional course work is not possible and employment is not recommended. Clinical education assignments often require travel and housing outside the Wheeling area.

**Accreditation**

The program is accredited by the Commission on Accreditation in Physical Therapy Education. Initial accreditation was granted in 1996, and the program is currently accredited through 2021.

**Admission Requirements**

Applicants must have a 3.0 GPA and have completed all required courses with a “C” or better in order to receive an interview for the professional program. Competition will be based on prerequisite and cumulative grade point averages, GRE scores, interview, and references.

In addition, candidates must earn at least an overall 3.0 GPA in the courses listed below. At the time of application, applicants must be able to report grades from a minimum of 25 credits from these courses:

**Biological Studies**
- General Biology I with Lab
- Human Anatomy & Physiology I with Lab
- Human Anatomy & Physiology II

OR

- One full semester of Anatomy
- One full semester of Physiology

*(One of the two courses must have a lab component)*

**Physical Sciences**
- General Chemistry I with Lab
- General Chemistry II with Lab
- General Physics I with Lab
- General Physics II with Lab

**Statistics**
- Statistics*

*This requirement may be fulfilled by any discipline specific statistics course.*

**Psychology**
- General Psychology
- Developmental Psychology
- Psychology or Social Science Elective

**Refer to PTCAS website for complete details and listing of accepted courses. www.PTCAS.org**

An interview is a required, scored admissions activity used to evaluate the verbal/nonverbal communication, the understanding of the profession of physical therapy, and group interaction skill of the student. These are important abilities in the Problem-Based Learning professional program. A writing sample is done during the interview process, which is used to evaluate writing ability. References are another method used to determine a student’s preparation for the graduate physical therapy program.

Direct observation of physical therapists working in a variety of settings is recommended. A minimum of 80 documented hours is required for application.

Graduate Record Exam (GRE) scores will be considered in the admission process.

Students whose native language is not English are required to submit a TOEFL paper-based score of at least 600, TOEFL computer-based score of at least 250, or a TOEFL web-based score of at least 100.

**Application Procedure**

The Wheeling Jesuit University Doctor of Physical Therapy (DPT) program participates in the Physical Therapist Centralized Application Service (PTCAS). Applicants applying to the entry-level Doctor of Physical Therapy program will apply online using the PTCAS application.

To learn more about the PTCAS application process or to submit your application, please visit the PTCAS Web site at www.ptcas.org. If you have any questions about the application process, please contact PTCAS.
You will be asked by PTCAS to submit the following information:

- Essay
- Resume
- Graduate school test scores (GRE)
- Three letters of recommendation. Please follow the instructions on PTCAS regarding required references
- Verification letter(s) attesting to completion of 80 observation/volunteer hours in a clinic or hospital

**Admission Process**

Students who are completing their degrees at WJU (or at any other university) must have a prerequisite and cumulative GPA of 3.0 or higher and have completed all required courses with a “C” or better in order to be considered for an interview for the professional program. The prerequisites are described in the “Programs and Courses of Instruction” section of the undergraduate catalog.

Selection of applicants will be based on prerequisite and overall grade point averages, GRE scores, interview scores, and references.

Online Term I courses begin in May. On-campus courses begin in late August. The soft deadline for submission of all application documents is December 1st for the following year. Early application submission is strongly recommended. Applicants will be notified in writing of full or conditional acceptance to the program, placement on an alternate list, or rejection.

**Curriculum Objectives**

The graduate will be able to:

1. Practice as a physical therapist in a variety of settings with populations diverse in age, gender, marital status, culture, ethnicity/language, and psychological, educational and economic status;

2. Practice collaboratively with other members of the health care team to maximize the potential of the persons and communities which they serve;

3. Communicate nonverbally, orally, and in writing with others in a language and style that is adapted to the audience;

4. Teach health care consumers, providers, and students the essentials of health care including prevention;

5. Participate in the advancement of the profession through service, research, and other scholarly activity in collaboration with peers and colleagues;

6. Apply the principles of administration and consultation in a practice environment;

7. Participate in the creation of systematic change in health care and other areas that benefit the public welfare by working cooperatively with professional, community, and governmental agencies, colleagues and the public; and

8. Participate in a planned program for personal and professional growth.

**Description of Curriculum**

All courses are centered around the clinical case/problem which is introduced in Clinical Science. This is a tutorial group session and meets for two-and-a-half hours, two times per week. The group determines what needs to be known in order to diagnose and treat this clinical case with the facilitation of the faculty tutor. Students discuss what they currently know that applies to this case and what new material must be discovered following a list of case objectives and establishing an application to the patient-client management model. In the second session, they discuss what they have learned in their independent study time. During the Basic Science courses that meet for two-and-a-half to five hours per week, the faculty guide the students to refine their learning in the foundation sciences of anatomy, neuroanatomy, kinesiology, pathology, histology, embryology, and pharmacology. This information is then processed in the Physical Therapy Science course that meets two times per week for two-and-a-half hours with hands-on, practical experiences guided by the faculty. The Physical Therapy Science course is the laboratory equivalent in traditional learning. Additional material involved in the case is discussed in the Integrated Seminars. In the Professional Issues courses, students investigate their roles as professionals, with each term emphasizing a different aspect of professional conduct. The Clinical Education Stream courses prepare students for clinical education experiences.

As the terms progress, more complex and advanced material is added. Different clinical cases assist the students in learning the breadth of information needed to be a competent entry-level physical therapy professional.

Term I is online preparatory program of four courses lasting six weeks.
During terms II and III, students participate in service learning courses in the local community with the faculty. The seven additional terms consist of didactic coursework and clinical education experiences.

The completion of a research project is required from each student. The process begins in Terms II and III during Professional Issues. In Terms IV through VI, students progress from proposal approval to data collection and analysis. The final project is completed and presented during Capstone Week.

Course Descriptions

**Term I (Summer Online Course)**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DPT 601</td>
<td>Basic Science I (2 crs)</td>
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<tr>
<td>DPT 602</td>
<td>Clinical Science I (1 cr)</td>
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<tr>
<td>DPT 603</td>
<td>Physical Therapy Science I (2 crs)</td>
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<tr>
<td>DPT 604</td>
<td>Professional Issues I (1 cr)</td>
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**Term II (Fall)**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DPT 611</td>
<td>Basic Science II (5 crs)</td>
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Guided independent study of structures and functions of the body in healthy and impaired states, and the impact of health care evaluations and interventions on structures and functions. This includes the study of bones, joints, muscles, peripheral nerves, and energy management. Topics are integrated closely with client cases in Clinical Science II.

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>DPT 612</td>
<td>Clinical Science II (5 crs)</td>
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Problem-based tutorial includes foundations of normal movement, categories of interference with normal movement, and application of principles of Clinical Science in evaluation and treatment of specific conditions resulting in movement dysfunction.

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<tr>
<td>DPT 613</td>
<td>Physical Therapy Science II (5 crs)</td>
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Laboratory experiences analyze human posture, movement, and therapeutic interventions for selected impairments of the spine and extremities. Evaluation and intervention strategies are integrated with client cases presented in Clinical Science II.

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<tr>
<td>DPT 614</td>
<td>Professional Issues II (2 crs)</td>
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Orientation to the research process with discussion, small group projects, and written and oral presentations on the projects. Learning activities are related closely to client cases presented in Clinical Science II.

**Term III (Spring)**

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<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>DPT 615</td>
<td>Integrated Seminar I (1 cr)</td>
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Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DPT 616</td>
<td>Service Learning I (1 cr)</td>
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Students will accompany faculty to community organizations which have need for services from our department. These arrangements are mutually beneficial to the community and to the educational goals of our academic program. Students will gain basic communication, screening, treatment, and documentation skills. Pass/Fail.

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<tr>
<td>DPT 617</td>
<td>Clinical Education Stream I (1 cr)</td>
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The Clinical Education Stream course prepares students for clinical education experiences. Pass/Fail.

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<th>Course Code</th>
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<tbody>
<tr>
<td>DPT 618</td>
<td>Basic Science III (5 crs)</td>
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Guided independent study of structures and functions of the body in healthy and impaired states and the impact of health care evaluations and interventions on structures and functions. This includes the study of basic neuroscience. Topics are integrated closely to client cases in Clinical Science III.

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<th>Course Code</th>
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<tr>
<td>DPT 619</td>
<td>Clinical Science III (5 crs)</td>
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Problem-based tutorial includes study of client cases illustrating a variety of causes and manifestations of movement dysfunction.

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<tbody>
<tr>
<td>DPT 620</td>
<td>Physical Therapy Science III (5 crs)</td>
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Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Clinical Science III.

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<tbody>
<tr>
<td>DPT 621</td>
<td>Professional Issues III (2 crs)</td>
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Orientation to the education role of the physical therapist with discussion, small group projects and written and oral presentations on the projects. Learning activities are related closely to client cases presented in Clinical Science III.

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<th>Course Code</th>
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<tbody>
<tr>
<td>DPT 622</td>
<td>Integrated Seminar II (1 cr)</td>
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Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.
DPT 627 Service Learning II (1 cr)
Students will accompany faculty to community organizations, which have need for services from our department. These arrangements are mutually beneficial to the community and to the educational goals of our academic program. Students will gain basic communication screening, treatment and documentation skills. Pass/Fail.

DPT 629 Clinical Education Stream II (1 cr)
The Clinical Education Stream course prepares students for clinical education experiences. Pass/Fail.

Term IV (Summer)
DPT 636 Research Training Seminar I (1 cr)
Students will participate in presentations and discussions of the research process. The objective for this course will be the completion of specific segments in the research project.

DPT 637 Service Learning III (1 cr)
Students will accompany faculty to community organizations, which have need for services from our department. These arrangements are mutually beneficial to the community and to the educational goals of our academic program. Students will gain basic communication screening, treatment and documentation skills. Pass/Fail.

DPT 638 Clinical Education I (6 crs)
Supervised clinical practice of physical therapy skills learned in the first three terms. Pass/Fail. (320 hours)

Term V (Fall)
DPT 631 Basic Science IV (5 crs)
Guided independent study of structures and functions of the body in healthy and impaired states and the impact of health care evaluations and interventions on structures and functions. This includes the study of basic physiology and neuroscience. Topics are integrated closely with client cases in Clinical Science IV.

DPT 632 Clinical Science IV (5 crs)
Problem-based tutorial includes the study of client cases illustrating an increasingly complex variety of causes and manifestations of movement dysfunction. Cases incorporate an array of ethical, social, psychological, communication and economic issues.

DPT 633 Physical Therapy Science IV (5 crs)
Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Clinical Science IV.

DPT 634 Professional Issues IV (3 crs)
Orientation to the health care system and the role of the physical therapist in health care delivery. Includes discussion, small group projects, and poster presentations on the projects. Learning activities are related closely to client cases presented in Clinical Science IV.

DPT 635 Integrated Seminar III (1 cr)
Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

DPT 639 Clinical Education Stream III (1 cr)
The Clinical Education Stream course prepares students for clinical education experiences. Pass/Fail.

Term VI (Spring)
DPT 641 Basic Science V (1.5 crs)
Guided independent study of structures and functions of the body in healthy and impaired states and the impact of health care evaluations and interventions on structures and functions. This includes the study of basic physiology and pathology of the nervous system. Topics are integrated closely with client cases in Clinical Science V.

DPT 642 Clinical Science V (3 crs)
Problem-based tutorial includes the study of client cases illustrating an increasingly complex variety of causes and manifestations of movement dysfunction. Cases incorporate an array of ethical, social, psychological, communication, and economic issues.

DPT 643 Physical Therapy Science V (3 crs)
Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Clinical Science V.
DPT 644 Professional Issues V (3 crs)
Emphasis on the profession of physical therapy. Includes discussions, small group projects, formal debates, an exercise in parliamentary procedure, and a mock trial. Learning activities are related closely to client cases presented in Clinical Science V.

DPT 645 Integrated Seminar IV (1 cr)
Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

DPT 656 Research Training Seminar III (1 cr)
Students will participate in presentations and discussions of the research process. The objective for this course will be the completion of specific segments in the research project.

DPT 649 Clinical Education Stream IV (1 cr)
The Clinical Education Stream course prepares students for clinical education experiences. Pass/Fail.

DPT 658 Clinical Education II (6 cr)
Supervised clinical practice of physical therapy skills learned in the first three terms. (320 hours)

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Term VII (Summer)

DPT 651 Basic Science VI (1.5 crs)
Guided independent study of structures and functions of the body in healthy and impaired states and the impact of health care evaluations and interventions on structures and functions. Includes study of complex pathologic conditions. Topics are integrated closely with client cases in Clinical Science VI.

DPT 652 Clinical Science VI (3 crs)
Problem-based tutorial includes the study of client cases illustrating multiple simultaneous and sequential causes and manifestations of movement dysfunction. Cases incorporate an array of ethical, social, psychological, communication and economic issues.

DPT 653 Physical Therapy Science VI (3 crs)
Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Clinical Science VI.

DPT 654 Professional Issues VI (3 crs)
Orientation to health care organizations including the personnel function, management of physical facilities, quality assurance and risk management, budgeting, marketing and planning. Discussion, small group projects and presentations of projects are used to promote learning. Independent individual projects completed during the term are presented in written format and in an oral defense.

DPT 655 Integrated Seminar V (1 cr)
Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

DPT 666 Research Training Seminar IV (1 cr)
Students will participate in presentations and discussions of the research process. The objective for this course will be the completion of specific segments in the research project.

DPT 657 Service Learning IV (2 cr)
Students will accompany faculty to community organizations, which have need for services from our department. These arrangements are mutually beneficial to the community and to the educational goals of our academic program. Students will gain basic communication screening, treatment and documentation skills. Pass/Fail.

DPT 668a Clinical Education III (8 crs)
Supervised clinical practice of physical therapy skills learned during the preceding terms. (400 hours)
Term VIII (Fall)

DTP 668b Clinical Education IV (8 crs)
Supervised clinical practice of physical therapy skills learned during the preceding terms. (400 hours)

DPT 669 Pediatric Elective (3 cr)
This course explores the provision of physical therapy to children in a variety of settings (NICU, acute care, rehabilitation, outpatient, school, hospice, work) and will highlight the role of the physical therapist in promoting skill acquisition, function, and independence as the child grows into adulthood. The information presented will broaden the knowledge of the student beyond what is taught in the core cases of pediatrics, reinforcing the development of the child in the five classic domains of development (motor, language, cognitive, social-emotional and self help), present common pediatric pathologies and their treatment, and prepare the student for autonomous practice with children. In addition, a review of child development the unique influences on physical therapy practice encountered in each unique setting will be explored.

DPT 670 Orthopedic Elective (Apemidicular) (3 cr)
This course is designed to enhance the student’s knowledge and application ability in the realm of orthopedic physical therapy practice. The modules contained in this course provide the most current synopses available for skills such as clinical reasoning and the evaluation and treatment of musculoskeletal pathologies, integrating higher level metacognitive thinking with current best evidence and previous clinical experience. The student will utilize current clinical prediction rules and treatment based classification systems in real time patient care.

DPT 672 Neurology Elective (Axial) (3 cr)
This course explores topics above and beyond the entry-level core curriculum related to the management of patients with neurologic injury. Understanding of the information in this course will enhance the entry-level graduate’s ability to perform examination, evaluation, and treatment of the adult client with neurologic dysfunction. Topics covered in this course are applicable to a variety of neurologic impairments thus broadening the entry-level graduate’s ability to comprehensively and independently treat a variety of neurologic diagnoses.
Graduate Faculty

Caterina M. Abraham (2007.5)
Clinical Associate Professor of Physical Therapy
B.S., West Virginia University
B.S., Wheeling Jesuit University
M.P.H., West Virginia University
D.P.T., Temple University

Janet Bischof (2005)
Associate Professor of Nursing,
Director of Nursing Administration
Education Specialist Tracks
B.S.N., West Liberty State College
M.S., The Ohio State University
Ph.D., Duquesne University

Mark V. Drnach (1999)
Clinical Professor of Physical Therapy
B.S., University of Pittsburgh
M.B.A., West Virginia University
D.P.T., Temple University

David Edwards
Assistant Professor of Physical Therapy
B.S., Wheeling Jesuit University
D.P.T., Wheeling Jesuit University

Karen Fahey (2012)
Instructor in Nursing
B.S.N., West Liberty University
M.S.N., Case Western University
FNP Certificate, West Virginia University

Helen M. Faso (1980)
Professor of Nursing
B.S.N., West Virginia University
M.S.N., Medical College of Georgia
Ph. D., University of Texas

Kristine M. Grubler (2009)
Clinical Assistant Professor of Physical Therapy
Director of Clinical Education
B.S., Wheeling Jesuit College
B.S., West Virginia University
D.P.T., Shenandoah University

Mohammad Haddadzadeh (2013)
Assistant Professor of Physical Therapy
B.P.T., Shiraz University of Medical Sciences
M.P.T., Rajiv Gandhi University
Ph.D., Manipal University

Homayoun Hajiran (1982)
Professor of Economics & Business Administration
B.S., National University of Iran
M.S., M.B.A., University of Southern Mississippi
Ph.D., University of Georgia

Rhonda Haley (2012)
Clinical Assistant Professor of Physical Therapy
Director of Clinical Education
B.S., Wheeling Jesuit College
B.S., West Virginia University
D.P.T., Shenandoah University

Debra Hull
B.A., Alma College
M.A., Ph.D., Kent State University

H. Lawrence Jones (1999)
Adjunct Associate Professor for MEL
B. A., Marshall University
M.A., Ed.D., West Virginia University
MBA, Wheeling Jesuit University

Laurie Jones (2011)
Instructor in Nursing
B.S.N., M.S.N, Marshall University

Patricia Krause (2013)
Instructor in Nursing
B.S.N., M.S.N., Wheeling Jesuit University

Alison Kreger (2008)
Clinical Associate Professor of Physical Therapy
B.A., M.S.P.T., Wheeling Jesuit University
D.P.T., Wheeling Jesuit University

Tadeusz Laska (1996)
Instructor in Physical Therapy
B.S., M.S., Academy of Physical Therapy Krakow, Poland
D.P.T., Chatham University

Denise Lucas (2015)
Department Chair
Assistant Professor of Nursing
Ph.D., Nursing West Virginia University
M.S.N., Wheeling Jesuit University
B.S.N., Wheeling Jesuit University
Allen H. Marangoni (1983)  
Professor of Physical Therapy  
B.S., Wheeling College  
B.S., Wheeling Jesuit College  
B.S., West Virginia University  
M.M.S., Emory University  
Ed.D., Nova Southeastern University  

Ted Pauls (2007)  
Assistant Professor of Marketing/Management  
B.S., M.B.A., West Virginia University  

John Poffenbarger (2006)  
B.A., Xavier University  
M.A., Ph.D., West Virginia University  

Assistant Professor for MEL  
B.A., West Liberty State College  
M.S., West Virginia University  
M.B.A., Wheeling Jesuit University  
Ed.D., West Virginia University  

Craig E. Ruby (2006)  
Associate Professor of Physical Therapy  
Program Director  
B.S., University of Pittsburgh  
M.P.T., Slippery Rock University  
D. Ed., Indiana University of Pennsylvania  

Cheri Taggart (2013)  
Instructor of Nursing  
B.S.N., M.S.N., Wheeling Jesuit University  

Angela C. Thompson (2009)  
Assistant Professor of Nursing  
B.S., M.S.N., West Virginia University  
D.N.P., Chatham University  

Jeremy Vittek (2012)  
Assistant Professor, Program Director  
Professional Education Department  
B.A., Ohio University  
M.A., University of Alabama  
M.A., Ed.D., West Virginia University  

Professor of Accountancy and Business Administration;  
Director of Graduate Business Programs  
B.S., Wheeling College  
M.B.A., Duquesne University  
Ph.D., University of Mississippi  

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Margaret Carpenter, MSOL  
Jose Fernando Cevailos-Candau, MSOL  
David Chairez, BOLD and MSOL  
Stephen Criniti, MSOL and MBA  
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Joann Drnach, PT  
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Judianna Gramlich, MSN  
Homan Hajran, MSOL and MBA  
David Hanna, PT, DPT, MS, ATC  
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Billie Jo Johnston, PT, DPT, GCS  
Joseph Johnston, PT, MPT, DPT, MTC  
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Jennifer Koller, MSOL  
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Information & Correspondence

Wheeling Jesuit University
316 Washington Avenue
Wheeling, West Virginia 26003

Phone: 304-243-2359, 800-873-7665
FAX: 304-243-2397

www.wju.edu
e-mail: adulted@wju.edu

Office of MSOL
Donahue 131 ........................................... 304-243-2250

Professional and Graduate Student Admissions
NTTC 2nd Floor ........................................... 304-243-2359

Registrar
Acker Science Center ................. 304-243-2238

Library
Swint Hall ........................................... 304-243-2226

Career Development
Ignatius Hall ........................................... 304-243-2464

Financial Aid
NTTC 2nd Floor ........................................... 304-243-2304

Student Accounts
NTTC 2nd Floor ........................................... 304-243-2222

Campus Shop
Swint Hall ........................................... 304-243-2231

Veterans' Representative
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Stone Center ................... 304-243-7201, x102
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FERPA and the Confidentiality of Student Records

Wheeling Jesuit University’s policy regarding the confidentiality of student records is compliant with the Federal “Family Educational Rights and Privacy Act” (FERPA). Information about students or former students will not be released without the consent of the student other than in the exceptions stated in the Federal Act. FERPA affords students certain rights with respect to their educational records. They are:

THE RIGHT to inspect and review the student’s education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar or Academic Dean, a written request that identifies the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the official to whom the request was submitted, that official shall advise the student of the correct official to whom the request shall be addressed.

THE RIGHT to request the amendment of the student’s education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

THE RIGHT to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosures without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University...
in an administrative, supervisory, academic or research, or support staff position (including Campus Safety and Security personnel); a person or company with whom the University has contracted (such as an attorney, auditor, collection agency, or the National Student Clearinghouse); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses educational records without consent to officials of another school in which the student seeks or intends to enroll. FERPA also allows the University to disclose directory information without the written consent of the student. Directory information is information contained in an education record of a student which generally would not be considered harmful or an invasion of privacy if disclosed. Directory information includes the student's full name, the fact that the student is or has been enrolled full time/part time status, local and permanent address(es), e-mail address, telephone number(s), date and place of birth, dates of attendance, division (school or college), class, major field(s) of study and/or curriculum, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, photograph, and previous educational agency or institution attended by the student. A currently enrolled student may request any or all directory information not be released by completing and filing with the Registrar's Office the appropriate paperwork to block the release of such directory information. Such filing of this request shall be honored for the remainder of the term in which the request is filed, except that such restriction shall not apply to directory information already published or in the process of being published.

THE RIGHT to file a complaint with the U.S. Department of Education concerning alleged failures by Wheeling Jesuit University to comply with requirements of FERPA

Association of Jesuit Colleges and Universities

Wheeling Jesuit University is a member of the Association of Jesuit Colleges and Universities in the United States. Below are the 28 Jesuit institutions of higher education that constitute the entire membership.

Boston College, Boston, Mass. ......................... 1863
Canisius College, Buffalo, N.Y. ......................... 1870
Creighton University, Omaha, Neb. .................. 1878
Fairfield University, Fairfield, Conn. .................. 1942
Fordham University, New York City .................. 1841
Georgetown University, Washington, D.C. .......... 1789
Gonzaga University, Spokane, Wash. ................. 1887
John Carroll University, Cleveland, Ohio .......... 1886
Le Moyne College, Syracuse, N.Y. ..................... 1946
Loyola College in Maryland, Baltimore, Md. ....... 1852
Loyola Marymount University, Los Angeles, Calif. .. 1911
Loyola University, New Orleans, La. ................. 1912
Loyola University of Chicago, Ill. ..................... 1870
Marquette University, Milwaukee, Wis. .............. 1881
Regis University, Denver, Colo. ....................... 1877
Rockhurst College, Kansas City, Mo. ................. 1910
Saint Joseph's University, Philadelphia, Pa. ....... 1851
Saint Louis University, St. Louis, Mo. ............... 1818
Saint Peter's College, Jersey City, N.J. .............. 872
Santa Clara, Santa Clara, Calif. ....................... 1851
Seattle University, Seattle, Wash. ..................... 1891
Spring Hill College, Mobile, Ala. ...................... 1830
University of Detroit Mercy, Detroit, Mich. ......... 1877
University of San Francisco, San Francisco, Calif. .. 1855
University of Scranton, Scranton, Pa. ................. 1888
Wheeling Jesuit University, Wheeling, W.Va. ....... 1954
Xavier University, Cincinnati, Ohio ................. 1831